DOCUMENT RESUME

ED 411 716 HE 030 435

TITLE	Higher Education Cooperation Act: Fiscal Year 1998 Grant Allocations.
INSTITUTION	Illinois State Board of Higher Education, Springfield.
PUB DATE	1997-09-03
NOTE	91p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Colleges; Community Colleges; Economic Development; Equal Education; *Grants; Higher Education; *Institutional Cooperation; *Intercollegiate Cooperation; Library Cooperation; Minority Groups; Program Descriptions; Regional Cooperation; School Community Relationship; *State Aid; State Legislation; Universities
IDENTIFIERS	*Illinois

ABSTRACT

This report describes fiscal year 1998 grant allocations made under the Illinois Higher Education Cooperation Act (HECA) to support programs and projects involving cooperation among higher education institutions. A total of $16.59 million was allocated. Projects recommended for grant funds include 3 new and 12 continuing interinstitutional projects, 8 new and 29 continuing minority educational achievement projects, 2 new and 31 continuing minority articulation program projects, 5 new and 21 continuing economic development projects, the continuation of the Quad-Cities Graduate Study Center, three continuing Library Resource Sharing projects, and the Advanced Photon Source-Argonne National Laboratory project. A synopsis of each project, along with figures on the amount awarded, is included. (MDM)

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ED 411 716

Item #14
September 3, 1997

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

HIGHER EDUCATION COOPERATION ACT
FISCAL YEAR 1998 GRANT ALLOCATIONS

HE 030 435

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Item #14
September 3, 1997

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

HIGHER EDUCATION COOPERATION ACT
FISCAL YEAR 1998 GRANT ALLOCATIONS

Under the provisions of the Higher Education Cooperation Act (HECA), the Board of Higher Education annually allocates funds appropriated to support programs and projects involving cooperation among higher education institutions. The Act stipulates that projects shall serve a public purpose, be consistent with Board of Higher Education policy, and involve at least two higher education institutions. Resources committed to this grant program since its inception in 1972 have played an important role in extending educational opportunities, addressing priorities of the Board, and promoting the more effective use of resources through cooperative programs.

For fiscal year 1998, the following amounts were appropriated for HECA programs:

Interinstitutional Grants	$ 1,715,000
Minority Educational Achievement Grants	5,300,000
Minority Articulation Program Grants	2,500,000
Economic Development Grants	3,500,000
Quad-Cities Graduate Study Center	175,000
Library Resource Sharing	1,400,000
Advanced Photon Source - Argonne National Laboratory	2,000,000
Total	$16,590,000

Administrative rules prescribe the grant application process. In March, a request for proposals was mailed to all Illinois public and nonpublic college and university presidents and to grant administration offices. The request for proposals included instructions, categories of grants as determined by the annual appropriation, a deadline date for submission, a cover sheet for signatures by presidents of cooperating institutions, and copies of the HECA statute and administrative rules.

Proposals were submitted to the Board of Higher Education in May, and were distributed among staff for review. Illinois Board of Higher Education (IBHE) staff were assisted in the review/selection process by staff members of the Illinois Community College Board (ICCB). The selection of proposals for funding was largely based on criteria contained in the rules for administration of HECA and the Board of Higher Education's current priorities. Those priorities include:

- preparing Illinois' workforce
- enhancing the use of technology in improving teaching and learning
- providing access to students in underserved areas
- improving minority student achievement
- fostering economic development activities related to manufacturing extension services
- improving student articulation and transfer

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- promoting institutional cooperation through regional consortia and resource sharing
- improving undergraduate teaching and learning

The criteria in the rules for HECA administration specify that funding shall be limited to projects that: (1) use educational resources in an effective and efficient manner, (2) develop innovative concepts and applications that effectively deliver educational programs, (3) involve the local community, (4) are effective as a cooperative function, (5) are consistent with the Board policies and priorities for programs, and (6) serve a secular purpose. The level of emphasis on any one of these criteria may differ from one category of HECA program to another. In all cases, however, the selection of projects recommended for funding involves weighing the individual merits of each proposed project in competition with other proposals. A total of 162 grant proposals requesting over $25 million was received from Illinois colleges and universities.

Interinstitutional Grants

Interinstitutional grants provided through the Higher Education Cooperation Act meet the following objectives and priorities: encourage interinstitutional cooperation and the involvement of local communities, achieve an effective use of educational resources, extend access to educational services throughout the state, and develop innovative approaches for delivering needed educational services. Grants are recommended to strengthen school/college partnerships, expand educational programs for place-bound students, enhance academic program articulation, support intergenerational activities, strengthen cooperative public service initiatives, and improve undergraduate education.

Minority Educational Achievement Grants

Minority educational achievement grants are provided to consortia of higher education institutions, elementary/secondary schools, and community-based organizations. The objectives of these grants include motivating elementary and secondary students to pursue higher education, enhancing academic skills in basic subjects, improving college retention rates, and strengthening the student pipeline for professional school programs.

The proposed programs serve a wide range of student age groups from the early elementary school levels through graduate/professional school. For example, funds have been allocated to increase minority faculty on Illinois colleges, universities, and community college campuses and help recruit and prepare minority students for a wide variety of professions, and education programs.

Minority Articulation Program Grants

Minority articulation program grants are targeted to transfer centers at community colleges and other short-term articulation initiatives addressing the Board's priorities. These projects encompass faculty/staff development initiatives that are designed to improve the social and academic climate for minority students and bring together faculty from community colleges and universities to develop course and program articulation agreements to facilitate student transfer. The minority student transfer center program at Illinois community colleges and two-year colleges provides a readily identifiable place on campus that is accessible to targeted students as a focal point of transfer functions. Transfer Center services include: (1) identifying minority students who choose transfer programs; (2) assisting potential minority transfer students to prepare through academic program planning; (3) assisting minority students in submitting applications for

admission, financial aid, housing, and other services; (4) monitoring the progress of minority transfer students; and (5) providing a library of transfer materials for student use.

Short-term minority articulation programs at Illinois colleges and universities are designed to: (1) increase the visibility of the baccalaureate transfer program of the community or junior college, (2) improve the articulation of programs and courses between associate and baccalaureate institutions, (3) involve faculty members in the articulation of programs and courses, (4) facilitate the acclimation of students to the academic environment, and (5) improve minority student transfer and baccalaureate completion rates.

Economic Development Grants

Economic development grants are awarded to: (a) support regional consortia of higher education institutions in addressing high priority educational needs, making recommendations on regional programmatic priorities and using telecommunications technologies to expand the delivery of instruction; (b) assist small- and medium-sized companies in employing advanced manufacturing technologies and strategies; (c) expand innovative efforts of colleges and universities in the use of technology; and (d) provide assistance for new workforce training initiatives.

Regional consortia support regional programming and planning opportunities in all areas of the state by carrying out needs assessments and developing plans to focus resources on educational priorities of the region. Consortia also help make available shared academic support resources such as laboratories, library materials, and computers at off-campus sites. In addition, consortia are making use of telecommunications services to extend distance learning opportunities to the underserved.

Economic development grants link the economic development efforts of Illinois colleges and universities to capitalize upon the special capabilities and geographical advantages of the state's system of higher education in improving the productivity and competitiveness of small- and medium-sized manufacturers. The grants tie colleges and universities closely to the work of the Illinois Manufacturing Extension Center and the Chicago Manufacturing Center. The linkages promote economic development and assist industries in using advanced manufacturing systems through manufacturing extension assistance.

Grant proposals are funded for projects which enhance the use of technology to improve teaching and learning. Grants are made for technology innovation projects which expand and improve the use of multiple technologies and multiple methods for the delivery of higher education coursework and programs. A number of the grants assist in positioning higher education institutions to provide students, faculty, and staff with access to various technologies to facilitate learning and improve services, and enhance the use of technology in the classroom.

A final set of economic development grants finance projects that assist in carrying out the objectives of the Board's Workforce Preparation Action Plan and the Education-to-Careers initiative of the Illinois Community College Board, the State Board of Education, and the Illinois Board of Higher Education.

Quad-Cities Graduate Study Center

The Quad-Cities Graduate Study Center is a cooperative regional academic center that receives support from both the states of Illinois and Iowa and provides educational services from public and private institutions in both states. Graduate instruction is scheduled at the Center on a regular basis for residents of the Quad-Cities metropolitan area. The Illinois appropriation to the Center is matched by a similar appropriation from the state of Iowa.

Library Resource Sharing

Library resource sharing grants extend the use of college and university library collections by supporting cooperative borrowing, lending, and management of materials among Illinois libraries. The Higher Education Cooperation Act has provided resource sharing grants to upgrade the computer system design and capacity of ILLINET Online and to support cooperative collection management activities. The ILLINET Online consists of two components: the Library Computer System (LCS), which has been operational as a statewide resource sharing network since 1980, and the Full Bibliographic Record (FBR) system, which has been operational since 1984. Fiscal year 1998 support will help libraries complete bar-coding and purchase computer hardware in preparation for conversion to a new ILLINET Online software platform. Support for this effort also has been received from the State of Illinois Library grants and contributions from participating libraries.

During the past several years, attention has been directed to expanding cooperative collection management activities and expanded access to electronic data bases. These activities help libraries to collaboratively set priorities for accessing bibliographic data bases and acquiring new library materials, as well as to more effectively manage existing collections. Efforts are being made to enhance collections and through cooperative purchases, negotiate purchase of print and nonprint materials to enhance the statewide collection. Targeted improvements to community college library technology also are part of the resource sharing initiatives that will enable community colleges to purchase workstations and bar-coding equipment.

Advanced Photon Source Project at Argonne National Laboratory

Grant funds are provided to assist six Illinois universities in their research experiments on the Advanced Photon Source (APS) at Argonne National Laboratory. The APS is a national synchrotron radiation research facility funded by the United States Department of Energy at a total cost in excess of $1 billion. The APS produces the world's most brilliant X-ray beams. Scientists from Illinois universities are participating collaboratively with scientists from private industry and the federal government in using the X-ray beams at Argonne National Laboratory for applied and basic research in materials science, chemistry, geophysics, environmental science, and structural biology.

Summary

Projects recommended for grant funds for fiscal year 1998 include: three new and 12 continuing interinstitutional projects, eight new and 29 continuing minority educational achievement projects, two new and 31 continuing minority articulation program projects, five new and 21 continuing economic development projects, the continuation of the Quad-Cities Graduate Study Center, three continuing Library Resource Sharing projects, and the Advanced Photon Source-Argonne National Laboratory project. In July 1997, the Board approved a grant

totaling $389,000 in the economic development category for the administration of a project to implement a Statewide Telecommunications Connectivity Project. In the report, continuing projects are marked by double asterisks (**). An evaluation on the status of each continuing project as of May 1997 is included. Three projects–the Illinois Scholars Program, the Illinois Central College-Bradley University Degree Completion Program, and the Illinois Articulation Initiative Statewide Information System–are funded from two categories. The Illinois Scholars Program and the Illinois Central College-Bradley University Degree Completion Program are funded from both the interinstitutional and the minority educational achievement grants. The Illinois Articulation Initiative Statewide Information System is funded from both the interinstitutional and the minority articulation program grants projects.

The staff recommends adoption of the following resolution:

The Board of Higher Education hereby allocates fiscal year 1998 Higher Education Cooperation Act grants to the projects on the attached list, totaling $1,715,000 for interinstitutional projects, $5,300,000 for minority educational achievement projects, $2,500,000 for minority articulation projects, $3,111,000 for economic development projects, $175,900 for the Quad-Cities Graduate Study Center, $1,400,000 for library resource sharing projects, and $2,000,000 for the Advanced Photon Source project

HIGHER EDUCATION COOPERATION ACT (HECA)
FISCAL YEAR 1998 GRANT ALLOCATIONS

Project Title/Applicant and Cooperating Institutions/Synopsis — Amount Recommended

INTERINSTITUTIONAL PROJECTS

1. **Building a Resource Development Network for Illinois Community Colleges** — **$50,000**

Applicant Institution: Heartland Community College

Cooperating Institution(s): Illinois State University and Lincoln Land Community College.

Synopsis: The primary purpose of this project is to enhance the viability of resource development efforts of the community college system both locally and statewide through a collaborative effort of technical assistance and professional development. Such efforts should increase the flow of much needed private-sector resources to enhance the educational programs and services that community colleges provide to residents of Illinois. The objectives of this project are to: (1) design a planning/assessment model that will assist the local colleges in planning, implementing, and assessing their resource development efforts; (2) develop strategies that will access corporate resources in support of collaborative workforce training programs; (3) offer professional growth programs and services to campus resource development personnel; (4) improve the quality of future resource development leaders by providing graduate-level courses and programs for this new and emerging profession; and (5) design a long-range entrepreneurial financial plan that will provide operational monies to continue the Illinois Resource Development Network after three years of decreasing HECA funding.

2. **Illinois Campus Compact for Community Service** — **$44,000**

Applicant Institution: Illinois State University

Cooperating Institution(s): Black Hawk College, College of Lake County, Illinois Wesleyan University, Millikin University, North Central College, Northwestern University, Rockford College, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, University of Illinois at Urbana-Champaign, and William Rainey Harper College.

Synopsis: The objectives of this project are to: (1) continue to build the infrastructure necessary for a statewide organization to institutionalize student community service at individual campuses; (2) provide faculty members at member colleges with development opportunities in order to strengthen the faculty's commitment to community service linked to the academic curriculum; and (3) increase the number of students who are made aware of service opportunities and improve the quality of the experience for those already involved. To build its infrastructure, the Illinois Campus Compact for Community Service (ICCCS) will engage in strategic planning, examine ways to increase the involvement of all constituents, work to broaden or establish relationships with other higher education and service-related organizations, and increase its members. The ICCCS also will work more closely with faculty members through mini-grants, its annual Faculty Symposium on Service Learning, and a faculty focus group. Finally, ICCCS will work to engage more students in service activities through annual conferences (L.I.V.E., and

the Conference for Community Service Coordinators) and ICCCS will compile baseline data examining why students perform community service.

3. **Illinois On-Line Network** **$125,000**

Applicant Institution: University of Illinois

Cooperating Institution(s): Belleville Area College, Black Hawk College, Elgin Community College, Highland Community College, Lake Land College, College of Lake County, Sauk Valley Community College, Shawnee Community College, Waubonsee Community College, and John Wood Community College.

Synopsis: The Illinois On-Line Network will be a collaboration of the University of Illinois and 10 community colleges working together to advance the utilization of Internet-based instruction and service throughout the state of Illinois. The primary goals are to prepare institutions of higher learning and their faculty for the effective utilization of networked information technologies, including the delivery and support of quality on-line (Internet-based) programming and to maximize the benefits of on-line learning environments by producing quality programming opportunities for Illinois' citizens and the corporate community. The activities associated with the project include: shared instructional design and technical assistance; creation of joint, on-line coursework among community colleges; identification and sharing of best practices; and evaluation of effort and dissemination of findings. The tasks to be accomplished through this project are: collaboration among a significant sector of Illinois' higher education community; identification of appropriate instructional design, technical and student support resources; regional and statewide workshops; assistance with faculty and student development; technical assistance; and support of public access sites for on-line programming.

4. **WIEC Initiative for Rural Education (WIRE), Year 2 **** **$100,000**

Applicant Institution: Black Hawk College

Cooperating Institution(s): CONVOCOM, Highland Community College, Quad-Cities Graduate Study Center, Carl Sandburg College, Sauk Valley Community College, Spoon River College, Western Illinois University, and John Wood Community College.

Synopsis: The Western Illinois Education Consortium Initiative for Rural Education (WIRE) will expand the use of multiple technologies and disseminate models outlining the development of a cost-efficient multi-media network. The WIRE model is based on strategic partnerships between high schools, community colleges, a regional university, telephone companies, the Illinois State Board of Education, the Illinois Community College Board, IBHE, and the Illinois Distance Learning Foundation. This project will focus on three objectives for this year: (1) to facilitate the development of shared programming utilizing multiple technology deliveries for instructional applications; (2) to expand access to the multi-media network to provide rural schools and communities educational opportunities in western Illinois; and (3) to continue to work to resolve issues of access and connectivity due to lack of telecommunications, multiple Local Access and Transport Areas, and the large number of independent providers of telecommunications services in rural western Illinois.

Evaluation: The first year of the project enabled the collaborative to: facilitate a commitment by the telecommunications service providers to look at options and work collaboratively on the

multi-media network; serve as a catalyst for legislation which authorizes the state education agencies to enter into intergovernmental agreements in the area of technology; formulate a collaborative process to reduce line charges; and develop a process to identify and seek appropriate funding sources. The collaborative pilot project modeled the integration of educational technology infrastructure initiatives. Software was purchased for desktop video application. It involved the Department of Central Management Services (CMS) and the Illinois State Board of Education (ISBE) with the IBHE and the ICCB in delivering educational programming to meet the needs of the underserved population in the western Illinois region. The primary focus in fiscal year 1997 was to integrate the ISBE telecommunication network, the CMS telecommunication network, and the higher education institutions' telecommunications network traffic. The WIEC model was based on cooperation, links of shared educational resources, and innovation.

5. **Degree Completion Program **** **$377,000**
(Total Grant: $450,000)

Applicant Institution: Bradley University

Cooperating Institution(s): Illinois Central College.

Synopsis: The funding requested for fiscal year 1997-98 is to enable the Bradley University-Illinois Central College (ICC) Degree Completion Program to continue to be made available to regional part-time, place-bound students. Since the inception of the Bradley University-ICC Degree Completion Program, 10 majors/programs have been approved by the IBHE for inclusion in the program. Students who have been admitted to the program will continue to take classes at the freshman and sophomore level at ICC, as long as they are acceptable toward the completion of their degree, and the restrictions on eligibility for participation in the program that have been approved by the IBHE will continue. Students participating in the program during fiscal year 1998 will pay $110 per semester hour, as compared to $105 during fiscal year 1997. This tuition level will maintain parity with the combined tuition and fees being charged by public institutions in central Illinois. The HECA grant contribution will be $158 per semester hour, representing 37 percent of Bradley University's tuition cost. Bradley University also will contribute 37 percent of its tuition cost through a combination of part-time enrollment tuition rate reductions and tuition scholarships for all Degree Completion Program students. Experience obtained from implementation of the Bradley University-ICC Degree Completion Program since 1990 leads to the following conclusions: (a) the Bradley-ICC Degree Completion Program is a highly cost-effective approach to meeting the educational needs of part-time, place-bound students in the Peoria area, (b) current student demand for the already approved majors/programs exceeds the level supportable by the current fiscal year 1997 HECA grant allocation, and (c) the majors approved during the first five years of implementation have demonstrated the potential for the program to cost-effectively meet place-bound student needs. However, to fully address these needs, additional majors/programs and higher rates of admissions to the approved majors/programs will be needed and funding for the program will need to be increased sufficiently to permit an annual student enrollment level of approximately 4,400 semester hours at Bradley. Recognizing limitations in available HECA funding, this proposal suggests the expansion of funding to the optimal level over a three-year period.

Evaluation: Participation in the Bradley University-ICC Degree Completion Program has exceeded expectations. Since the inception of the Program, 1,096 students have been admitted, with an unduplicated headcount enrollment of nearly 920 students through spring 1997. Less

than 10 percent of students admitted have been internal transfers from Bradley programs. In addition, only 3.8 percent have indicated that in the absence of the program, they would have considered attending a university on a full-time basis. On average, approximately 310 students were enrolled at Bradley and 20 were enrolled at ICC during fall semester 1996 and spring semester 1997. The 20 students include those attending ICC who have not completed the 60 hours of transferable coursework required for admission to the program. Because of the nature of the responsibilities of part-time non-traditional students, continuing students do not attend classes every semester. Overall, approximately 60 percent of the undergraduate students who have enrolled in the Degree Completion Program since its inception remain active in the program or have graduated as of spring 1996. At the graduate level, the retention rate has been approximately 70 percent since the initiation of the two graduate programs in spring 1992. Over 200 students who participated in the Bradley University-ICC Degree Completion Program completed their degrees as of the end of spring semester 1997. Enrollment in the Program has grown in all of the originally-approved majors. Through spring semester 1997, the Accounting major had enrolled 84 students, Manufacturing Engineering Technology had enrolled 92 students, and Communications Advertising/Public Relations had enrolled 94 students. The highest participation level has been achieved in the Elementary Education major (128 students). The Liberal Arts and Sciences Individualized major has grown to 100 students. Beginning with the 1992 spring semester, graduate programs in Civil Engineering and Human Development Counseling were included in the Program. Since that time, 282 students have enrolled in the Human Development Counseling and 30 have enrolled in Civil Engineering. Finally, the Computer Science/Information Systems undergraduate majors also were added in spring 1992. A total of 68 have enrolled in computer science/information system majors since that time. The enrollment figures for finance and nursing are three and 15 respectively. As a result of the increased funding approved for fiscal year1997, some new admissions to the program were made possible. As a result, 120 new students were able to enroll under the Degree Completion Program during fiscal year 1997. A substantial number of students in excess of the level supportable through the HECA grant and Bradley's matching contribution are interested in participating in the program. It is projected that about 340 students would like to participate in the program each year, as compared to the approximately 285 students per year that can be supported with the current grant level.

6. **Illinois Scholars Program **** **$234,000**
(Total Grant: $1,000,000)

Applicant Institution: DePaul University

Cooperating Institution(s): Barat College, Bradley University, Chicago State University, Dominican University, Eastern Illinois University, Elmhurst College, Illinois State University, Illinois Wesleyan University, Knox College, Lake Forest College, Loyola University of Chicago, National-Louis University, Northeastern Illinois University, Northern Illinois University, Northwestern University, Roosevelt University, Saint Xavier University, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, University of Illinois at Chicago, University of Illinois at Urbana-Champaign, Western Illinois University, and the Golden Apple Foundation.

Synopsis: In its ninth year, the Illinois Scholars Program continues to expand its mission to select 60 talented high school graduates yearly to become effective teachers in high needs schools throughout Illinois. The program's selection process, focusing on minority and low-income students, seeks future teachers that reflect Illinois' racial, ethnic, and economic diversity. The

program assists Scholars in completing the undergraduate teaching curriculum at one of 24 participating Illinois institutions of higher learning, provides financial assistance, and augments their teacher training. In return for that financial assistance, mentoring, and four Summer Institutes that offer Scholars early and intense exposure to teaching situations and discussions on the craft of teaching by master practitioners, the Scholars agree to follow a code of conduct, maintain a minimum grade point average of 2.4 in their first college year marking periods and 2.5 for every marking period thereafter, acquire a diploma and teacher certification within four years, and teach for at least five years in an Illinois public or nonpublic school defined as high need by the Golden Apple Foundation. The program objectives for fiscal year 1998 are to: (1) support the recruitment and nomination of the 1998 Scholar class, (2) support the Class of 1997 in their first year of college, and (3) manage and support the Scholar contingents of 1995, 1996 and 1997.

Evaluation: The 321 Scholars, 276 of whom are enrolled in undergraduate programs and 45 of whom are teaching in Illinois schools, reflect the rich ethnic and cultural diversity of Illinois. As of this evaluation, 61 percent of the entire Scholar contingent (1989-97) is minority: 32 percent African-American, 21 percent are Latino/Hispanic, seven percent are Asian, and two percent are Pacific Islander. Using Department of Human Services income guidelines, 64 percent of the contingent are from households classified as low income. Of those Scholars, 40 percent are from very low-income households. Forty-five Scholars, most from the pre-statewide contingents from 1989-92 have entered the teaching profession. Of the nine remaining Scholars in that group, two teach outside of Illinois, six are either finishing their collegiate work or are engaged in post-graduate work, and one recently left the teaching profession after three years. In the 1996-97 school year, 95 percent of the Scholars in college (1993-97 contingents) received some sort of financial aid assistance from our partner institutions of higher learning, with 75 percent of Scholars in those contingents receiving Stafford Loans, which the Foundation pays under the aforementioned conditions. The $5,000 "scholarship-loan" awarded Scholars of the class of 1997 onward will be forwarded in two equal payments each year under the same conditions. Of the entire Scholar contingent, 52 percent reside in Chicago, 23 percent in the suburbs surrounding Chicago, and 25 percent from the state outside the Chicago metropolitan area. Of the statewide contingents (1993-97), 44 percent are from Chicago, 25 percent are suburbanites, and 31 percent are from the rest of Illinois. The average high school ACT score of the entire Scholar contingent is 21.7. The retention rate in the program of all Scholars selected from 1989-96 is currently 83 percent. Of those still in college (1993-96) the retention rate is 89 percent. One-quarter of all Scholars are male.

7. **Bloomington-Normal Education Alliance **** **$65,000**

Applicant Institution: Illinois State University

Cooperating Institution(s): Heartland Community College and Illinois Wesleyan University

Synopsis: This proposal requests further support for the Education Alliance for the Bloomington-Normal community. The Alliance promotes and encourages interinstitutional cooperative efforts and addresses academic and support needs at higher education institutions and two local school districts. The Alliance establishes the foundation for activities that can lead to program collaboration, partnerships, grant development, and other collaborative efforts. Also, this project establishes a state model for alliances of schools, colleges, and universities. Such collaborative efforts uniquely address needs through appropriate activities at a reduced cost. The four major objectives of the project are to: (1) create a long-range strategic plan that unites

current linkages and creates collaborative structures to handle emerging issues. (2) establish the operating structure for the Alliance and put in place appropriate information and resource sharing systems, (3) establish forums for discussing educational issues related to technology, staff development, and minority initiatives, and (4) promote and enhance collaborate efforts of existing linkages among Alliance members.

Evaluation: The Alliance conducted a number of activities during its first year including a symposium with approximately 35 participants from the business, education, and non-profit community. During the two half-day sessions, participants helped to define long- and short-term goals and formed task forces on technology, diversity, collaborative efforts, and professional development. The Alliance's Project Team meets once each month. Minutes of these meetings are available upon request. Several members of the Alliance conducted a site visit to the Educational Alliance of Pueblo, Colorado which has been in existence over six years and offers a model that is similar to the Bloomington-Normal Education Alliance. The tour offered project team members a first-hand view of how to nurture the continued growth of an alliance. The Bloomington-Normal Education Alliance is in the process of finalizing an organizational logo and creating a web site. The proposed web site will offer background information about the partners, a master calendar of events, and other pertinent resources. The Alliance also is working toward the creation of a Clearinghouse site providing any member of the community with access to numerous resources such as information on workshops and reference materials. The current activities have fostered interaction and communication among the partners which is needed for the continued success of the Bloomington-Normal Education Alliance.

8 **Illinois Articulation Initiative Statewide Information System **** **$150,000**
(Total Grant: $175,000)

Applicant Institution: Illinois State University

Cooperating Institution(s): William Rainey Harper College.

Synopsis: The objective of this project is to further develop a highly automated, electronic information system containing curriculum agreements and specific courses for the Illinois Articulation Initiative (IAI). The Illinois Articulation Initiative's curricula facilitate student transfer among Illinois higher education institutions by providing students with program information to guide them in course selection prior to transfer. The program also provides college and university personnel with access to statewide course information for use in advising students. It is estimated that upon completion, 50,000 students and 5,000 faculty will make use of the system annually. This year will be devoted primarily to designing, building, and implementing the system. The system became operational in May 1997. Funds are requested to complete and publish written material to be used by clients; purchase equipment and software to support course system maintenance; and design, develop, and implement marketing strategies to promote transfer.

Evaluation: The following are activities of this project to date. Personnel have been hired and assigned responsibilities to implement the project objectives. Database software and minimum hardware equipment have been reviewed, selected, and purchased to begin the project design and development. A course coding system has been developed to facilitate the relational database organization and storage of institutionally identified courses, and a set of automatic queries of the database has been developed. To assure that the queries met client needs, seven different focus groups were conducted in January and February at various locations (Illinois State

University, University High School, Moraine Valley Community College, University of Illinois at Chicago, and William Rainey Harper College). Participants included high school students, college students, high school counselors, academic advisors, faculty, counselor course evaluators. Modifications were made to the site based on evaluations and suggestions made by focus group participants. Letters were sent to all IAI participating institutions requesting information to support the institutional interfaces with the web site.

9 **The Illinois Geographic Alliance **** **$50,000**

Applicant Institution: Illinois State University

Cooperating Institution(s): Northeastern Illinois University, Southern Illinois University at Edwardsville, and Western Illinois University.

Synopsis: Illinois State University requests funding of the activities of the Illinois Geographic Alliance (IGA), an organization of professional K-12 educators and academic geographers whose primary objective is the enhancement of geographic knowledge in Illinois schools and among the general populace of Illinois. Basic activities planned for fiscal year 1998 will include summer geography institutes, academic year workshops and conferences, seminars, consultations, graduate course instruction, travel study, professional society presentations, and participation in Geography Awareness Week and the national Geography Bee. Primary clientele are K-12 teachers, including those in the Chicago and East St. Louis/Alton districts, and pre-service teacher education students in colleges and universities. Four state universities will serve as centers for these statewide activities and others will be involved as sites for workshops and conferences, such as the pre-service teacher education workshops held at 12 private colleges in the Chicago area. The project also will emphasize enhanced teacher understanding of geography and instructional strategies, professional society participation by network teachers, developing and sharing of geography resource materials, strengthening ties with business and government agencies, and increased public awareness.

Evaluation: Workshops, mini-conferences, and formal geography instruction have continued as primary activities of the IGA. These activities allow trained teacher consultants to work with an increasing number of teachers who have not experienced the IGA, but have a strong interest in teaching school geography and in bringing their students "up-to-speed" so that they are better qualified to meet state mandates for learning in Illinois. Twenty-nine workshops, two mini-conferences, fall and spring conferences, and two IGA Teacher Education Steering Committee meetings have been carried out in various locations in Illinois. Participant evaluations of these in-service activities have been positive. In addition to these workshops and mini-conferences, formal geography courses have been offered in the Chicago area for the institute graduates. In October, the annual Fall Conference was held at Wildlife Prairie Park near Peoria. A variety of teacher presentations on various topics made up the program. The Spring Conference was held at Libertyville and the College of Lake County. A field trip, paper sessions, an awards banquet and business meetings were among the principal activities of this two-day meeting. Approximately 80 to 100 teachers and university professors attended each of these sessions.

10 **Illinois Intergenerational Initiative **** **$60,000**

Applicant Institution: Southern Illinois University at Carbondale

Cooperating Institution(s): American Association of Retired Persons, Association of Illinois Senior Centers, Association of Rural and Small Schools, Chicago Public Library, Chicago State University, City Colleges of Chicago, Eastern Illinois University, Federation of Independent Illinois Colleges and Universities, Governors State University, Illinois Association of Regional Superintendents, Illinois Association of School Boards, Illinois Coalition on Aging, Illinois Community College Board, Illinois Community College Trustees Association, Illinois Community College Council of Presidents, Illinois Corporation for National and Community Service, Illinois Elderhostel, Illinois Parent Teachers Association, Illinois Retired Teachers Association, Illinois State Board of Education, Illinois State Library, Illinois State University, Northeastern Illinois University, University of Illinois System, Western Illinois University, Northern Illinois University, Southern Illinois University System, and state agencies including Aging, Alcoholism and Substance Abuse, Children and Family Services, Commerce and Community Affairs, Corrections, Human Services, Mental Health and Developmental Disabilities, Public Aid, Public Health, and Rehabilitation Services.

Synopsis: The Illinois Intergenerational Initiative is a statewide project seeking to expand the involvement of older adults as mentors, tutors, advocates for education, and sharers of their work, cultural, and life experiences at all levels of education. The objectives are to: (1) promote intergenerational activities that support workforce preparation, (2) use technology to promote intergenerational programs and issues, (3) expand and enrich intergenerational partnerships and coalitions, and (4) extend information systems to new audiences. Through bottom-up and top-down activities the project seeks to foster intergenerational alliances ranging from the smallest size--an educator, older person, and student--to coalitions that span the community and the state. In 1997-98 the intergenerational alliances will build more ventures in technology, workforce preparation, and research as a way to expand the intergenerational mission in Illinois.

Evaluation: The Illinois Intergenerational Initiative is in its tenth year. Accomplishments for 1995-96 were in three categories: (1) promoting involvement between generations, (2) promoting collaboration between organizations, and (3) serving as a clearinghouse for intergenerational information. The most important accomplishments were the continuation of the Generations Connect roundtables and coalitions of LIFELONG Bridging Generations. Other accomplishments were meetings with local intergenerational groups; outreach to school principals; publishing Intergenerational Week and an anthology, "A Basket Full of Memories;" establishment of a home page on the Internet; and a survey of higher education institutions regarding involvement of older adults in postsecondary education. Finally, the information network acquires and disseminates information through traditional means, such as newsletters, publications, workshops, correspondence, personal contact, and most recently, through development of a site on the World Wide Web.

11. **Statewide Higher Education International Initiatives **** **$35,000**

Applicant Institution: Southern Illinois University at Carbondale

Cooperating Institution(s): Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Southern Illinois University at Edwardsville, University of Illinois at Chicago, University of Illinois at Springfield, University of Illinois at Urbana-Champaign, Western Illinois University, the Federation of Independent Illinois Colleges and Universities, and the Illinois Consortium for International Studies and Programs.

Synopsis: The Illinois Consortium for International Education (ICIE) is a byproduct of prior international activities funded under the Higher Education Cooperation Act. The ICIE's overall purpose is to strengthen international education within public and private higher education institutions in the state of Illinois, in order to strengthen the international competency of the workforce and enhance the state's competitiveness in the global marketplace. The focus of the consortium is six strategic directions identified in the Five-Year Plan for the Internationalization of Public and Private Colleges and Universities of Illinois. They are: (1) international academic preparation of students; (2) building of partnerships between higher education, business, and government; (3) interinstitutional cooperation among all public and private Illinois postsecondary education institutions; (4) faculty development for international teaching, research, and public service; (5) competency-based foreign language instruction; and (6) international economic development.

Evaluation: The 12 public universities of Illinois have undertaken an effort to internationalize higher education through the establishment of the Illinois Consortium for International Education (ICIE). The ICIE submitted a proposal to the National Security Education Program (NSEP), which was subsequently funded, to provide minority and low-income students with an opportunity to gain language and international expertise. Students were immersed in a graduated, comprehensive two-year program which combined intensive language study, two intensive summer programs, day-long workshops, and will now culminate in a semester of study abroad. The project targeted minority and low-income students in Business and Education, two strategic disciplines which are traditionally underrepresented in international programs and which attract a substantial number of minority students. Students participated in day-long workshops each semester to gain international awareness, knowledge, and skill, and to enhance their self-confidence in the international arena. Each workshop had faculty lectures of international relevance and language instructors who assessed their progress at their home institutions and supplemented their language acquisition. The Mexico-bound students are to depart in July for Mexico City/Guadalajara to visit local industries, tour primary and secondary schools, and to participate in cultural excursions. Students traveling to Japan will leave in mid-August for the Southern Illinois University at Carbondale's program in Nigata, Japan.

12. **Preparing Illinois Educators for the 21st Century **** **$75,000**

Applicant Institution: Southern Illinois University at Edwardsville

Cooperating Institution(s): Eastern Illinois University, Illinois State University, National-Louis University and University of Illinois at Urbana-Champaign.

Synopsis: The primary clientele to be served by this project are the faculty and students in Colleges of Education within Illinois. In addition, K-12 teachers and administrators will directly benefit from the collaborations with the Colleges of Education. The project will directly support 68 faculty and will directly impact approximately 600 College of Education students, 49 K-12 teachers, and 21 K-12 administrators. It will provide outreach to all College of Education faculty at five institutions, will secondarily impact all undergraduate pre-service teachers at Illinois State University, will indirectly impact most pre-service teachers and administrators at the other four colleges, and will provide outreach to many K-12 teachers, approximately 30 University administrators, approximately 30 K-12 administrators, about 15 Regional Offices of Education staff, and the six Technology Hubs funded by the Illinois State Board of Education. In addition, collaborations among K-12 teachers and administrators and the Colleges of Education will be mutually beneficial. The primary objectives of the project collaboration is to

ensure that student teachers emerge from their college career with the skills and knowledge to be able to effectively use information technology as they enter teaching and administrative careers in education. Yet the process of preparing teachers is not focused exclusively on student teachers, but also on the many other people that assist in the process who can benefit from the learning experience. This is reflected in the models that have developed, which do bring together the people who will work together to help prepare future teachers, as well as to better prepare themselves for the information society.

Evaluation: During the past year, the Preparing Illinois Educators for the 21st Century (PIE-21) group addressed many technology issues. Monthly meetings were held to facilitate collaboration among colleges of education, the Illinois State Board of Education (ISBE), ISBE Technology Hubs, K-12 schools, and the National Center for Supercomputing Applications (NCSA). At each meeting, representatives from the PIE-21 colleges of education described the progress of their learning communities and technology integration models. Some models featured courses in computer applications and all models encouraged professors to model the use of technology in the classroom with most of the models featuring field experiences with supervising teachers whose students use computers/technology in the classroom. As models and ideas were shared, they also were disseminated, critiqued, modified, and expanded. Each meeting also highlighted a presentation and discussion about an important issue related to technology integration into teacher preparation programs, such as state curriculum standards, technology competency standards for college faculty and K-12 teachers, assessment of K-12 students given the availability of technology, and evaluation of the PIE-21 models. Key issues began to emerge as these discussions developed, and central issues led to setting agendas for action. One year, however, has not been enough time to even make recommendations to respective colleges. More time is needed to refine the models of technology integration (based on the current evaluation study) and bring more college faculty into the models.

13. **Center for Advanced Education and Research/Multi-University Center **** **$115,000**

Applicant Institution: University of Illinois

Cooperating Institution(s): Northern Illinois University.

Synopsis: The Center for Advanced Education and Research (CAER) and the Multi-University Center continue to serve as unique, complementary mechanisms linking business and industry with research-based university expertise to meet the advanced educational, research, and service needs of Chicago's high-tech corridor. In collaboration with the member institutions of the West Suburban Postsecondary Consortium, CAER provides access to high quality short courses, workshops, and seminars in research-based topics and seeks to respond to the problem-solving and technical assistance needs of the suburbs' business and industrial community. The Multi-University Center continues to coordinate and administer in an efficient, effective manner the efforts of its participating universities, Northern Illinois University, the University of Illinois at Chicago, the University of Illinois at Springfield, and the University of Illinois at Urbana-Champaign to offer graduate courses and degree programs in engineering, computer science, engineering technology, geoscience, and other programs to advance the economic well-being of this critical region of the state.

Evaluation: For several years, the Multi-University Center staff has programmatically responded to corporate, association and citizen requests for information on the West Suburban Center's programs, courses and services. The Center's faculty are from the participating institutions.

During fiscal year 1996, 18 advanced seminars were organized under the Center umbrella, eight programs or courses serving 730 persons were sponsored and supported at the Center, and 45 credit, degree-oriented courses were held in which 402 students were enrolled. The Center also has met the needs of other university units at the graduate level by providing instructional or meeting space and a state-of-the-art computer laboratory recently upgraded using a combination of grants and institutional funds. Adaptive Physical Education, Political Science, Mathematics and Geoscience from Northern Illinois University; Kinesiology, Nursing, Public Health and Pharmacy from the University at Chicago; and Food Science, Rehabilitation Education, and Library and Information Sciences from the University of Illinois at Urbana-Champaign are examples of academic units that have utilized the Center for various activities in the past year.

14. **Lake County Multi-University Center **** **$135,000**

Applicant Institution: University of Illinois

Cooperating Institution(s): College of Lake County, Columbia College Chicago, Northeastern Illinois University, Northern Illinois University, and Southern Illinois University at Carbondale.

Synopsis: The Lake County Multi-University Center is requesting funds to provide additional higher education opportunities for the citizens and corporate community of Lake County. Complementing the region's existing institutions, the Center's member institutions will offer baccalaureate-completion and graduate degree programming as well as continuing and professional development education. A second goal of the Lake County Multi-University Center is to effectively utilize emerging technologies to develop new models for the delivery of education that will better link the citizens of the region with the resources of the Center's member institutions. The Multi-University Center will: (1) create an instructional environment within which participating universities and other appropriate entities can offer programming that maximizes limited resources while extending those institutions' impact on the region, (2) develop models of program delivery and support that utilize emerging instructional technologies to minimize the traditional constraints of location and time, (3) respond to the appropriate educational needs of the Lake County region by coordinating the credit offerings of the member institutions, (4) in collaboration with the College of Lake County, develop additional degree and professional development opportunities for the citizens and corporations of the region, (5) develop and promote educational programs in which a number of courses are identified as acceptable for transfer between participating universities, (6) provide necessary support information and services for member institution faculty teaching or conducting seminars within the Multi-University Center, (7) develop targeted marketing to inform the citizens and corporate community of Lake County of programming available throughout the Center, and (8) cooperate with or participate in appropriate regional and corporate organizations.

Evaluation: Responding to already identified needs, the Lake County Multi-University Center began initial programming in January 1997. Courses offered since that time include two graduate engineering courses offered at Stevenson High School from the University of Illinois at Urbana-Champaign (UIUC), a library science course from Rosary College offered at College of Lake County, a gerontology course from Rosary, and two graduate courses in special education from Northeastern Illinois University, all at College of Lake County, Lake Shore in Waukegan. The UIUC courses are part of a master's degree sequence, and the special education offerings from Northeastern respond to critical professional development needs of Lake County's educational community. The Lake County Multi-University Center has organized a group of technical professionals representing a majority of the member institutions whose focus is to

nurture program development via technology from their respective campus. Also, a joint task force from the North Suburban Higher Education Consortium has been formed to work out the logistics required to permit the Multi-University Center to utilize the compressed video equipment and network which exists in the region. Finally, a survey of Lake County Multi-University Center member institutions indicated that the greatest single need of technology support in Lake County is for computer laboratories with robust Internet connections. Efforts are currently underway to secure appropriate computing equipment and connections.

15. **Faculty Summer Institute on Learning Technologies **** **$100,000**

Applicant Institution: University of Illinois at Urbana-Champaign

Cooperating Institution(s): Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, University of Illinois at Chicago, University of Illinois at Springfield and Western Illinois University.

Synopsis: Funds are requested for a five-day institute in early summer 1998. The University of Illinois at Urbana-Champaign is willing to host the Institute if designated. The Regional Center for Distance Learning and Multi-media Development, located on the campus of Southern Illinois University at Carbondale, will provide leadership resources as will the newly proposed center to promote advanced learning technologies, located in the National Center for Supercomputing Applications at the University of Illinois at Urbana-Champaign. The Institute will include a mix of presentations on best practices, exposure to electronic resource sharing and networked conferencing, and workshops for learning electronic tools. A heavy emphasis will be placed on the work of disciplinary or field teams (the teams) working with a faculty resource person (the facilitator) to learn first hand about the discipline's specific applications. The faculty facilitators will be selected from the early adopters of the new network-based technologies. The teams will meet in the afternoons. In the mornings, the emphasis will be upon presentation of general applications which can be applied to any discipline. Each campus may send a team of ten faculty members and instructional development experts to the Institute. The faculty members will be prior users of computers who are both familiar with the use of networks and committed to using networks and the Web as learning technologies.

Evaluation: The Presidents and Chancellors of Illinois' public universities and the Illinois Board of Higher Education sponsored the first annual Interinstitutional Faculty Summer Institute on Learning Technologies, held at the University of Illinois at Urbana-Champaign (UIUC) on May 19-23, 1997. The Institute included 116 faculty and instructional support staff from all 12 campuses. The goals of the Institute were to: (1) introduce faculty members to the use of learning technologies, such as the World Wide Web and asynchronous conference; and (2) create a network for sharing in the development of the curriculum and use of learning technologies. To evaluate the effectiveness of the week-long Institute, a survey was developed and administered through the UIUC's Office of Instructional Resources (OIR). Additionally, focus groups were conducted with participants from subject area team sessions. As a follow up, participants also will be contacted by the evaluation team toward the end of the fall 1997 semester to determine the actual impact of the Institute on their teaching. Respondents were fairly evenly distributed across teaching disciplines. Twenty six percent rated their university as very committed to the support of learning technologies, 65 percent as either somewhat committed or beginning to become committed, and nine percent categorized their university as trailing behind where it

should be in commitment. Before attending the Institute most respondents only used E-mail and list services as instructional technologies, with a sampling of various computer programs such as PowerPoint. Approximately 30 percent used Web pages for their courses and 20 percent encouraged or required their students to conduct Web-based research. Ninety-nine percent of respondents reported that attending the Institute helped them to become more familiar with the available learning technologies and 95 percent said they are likely to change the way they teach because of attendance. Most commonly, respondents anticipated implementing some of the various technologies discussed during the Institute as their predicted change in teaching their courses. Almost 90 percent of the respondents reported more clearly understanding the role and purpose of learning technologies in their teaching because of attending the Institute. Approximately 50 percent better understood the benefits for both faculty and students of these learning technologies.

Total Interinstitutional Projects **$1,715,000**

MINORITY EDUCATIONAL ACHIEVEMENT PROJECTS

Pre-College Projects

1. **Project Self: Strong Education for Latinos' Future** **$51,000**

   Applicant Institution: College of DuPage

   Cooperating Institution(s): Northern Illinois University.

   Synopsis: This objectives of this project are to: (1) retain freshman, sophomore, junior and senior students through high school graduation; (2) promote the transition of at-risk Hispanic/Latino high school students to postsecondary learning; (3) provide career assistance that will guide project participants in choosing a postsecondary program; (4) retain students in associate degree or certificate programs; and (5) prepare and assist those who plan to earn a baccalaureate degree for transfer to four-year institutions. The services that will be provided by this project to Hispanic/Latino students include, but are not limited to: tutoring, intensive academic and career counseling; skill-building classes in student skills, time management and college survival skills; assistance in completing financial aid and college transfer forms; field trips to colleges and universities; faculty mentoring services; and current information on programs and services. The persons who will be served by this project are 110 Hispanic/Latino high school students from four high schools in the College of DuPage district. This project will design and provide services to increase the rate of retention and graduation of Hispanic/Latino high school students and to support their successful participation in postsecondary education institutions. The project will emphasize student college survival skills, student tutoring, and parent education about how to assist their students in making education and career choices.

2. **Learning in Context: Advancing Minority Educational Achievement Through the Free College Education Component** **$95,000**

   Applicant Institution: Governors State University

   Cooperating Institution(s): Prairie State College.

Synopsis: Governors State University will expand the Free College Education Component of Learning in Context (LIC). This initiative was implemented in 1995. The partnership includes Prairie State College, the Ford Heights Community Board, School District 169, and the Community Economic Agency of Cook County, Inc. This project informs students who live in the Village of Ford Heights—a designated State Enterprise Zone—that if they graduate from high school (or earn a GED) to qualify for postsecondary admission, Governors State University will guarantee them a "free" education. The Free College Education Component can help remove the antecedent barriers to academic achievement by providing students with early, advance notification that their college education will be paid for and include students in structured activities designed to increase Illinois Goal Assessment Program (IGAP) scores in core academic areas. The goal of this project is to motivate youth to persist through middle and high school, attend Prairie State College and transition to Governors State University to earn a bachelor's degree. The targeted population includes 246 students attending the Cottage Grove Middle School in School District 169, and the 250 Ford Heights youth enrolled in Bloom Township High School District 206. For these predominantly low-income, African-American students (between the ages of 12 and 25), the Free College Education Component is an assured change for a better future.

3. **Students Integrating Mathematics, Science, and Technology (SIMaST)** **$95,000**

Applicant Institution: Illinois State University

Cooperating Institution(s): Bradley University

Synopsis: This project is designed to increase the interest and academic success in mathematics, science, and technology of middle school minority students who have the lowest scores on the Illinois Goal Assessment Program (IGAP). The project will establish a program to enhance the potential for success in these fields. The objectives of this project are to: (1) increase student knowledge in selected concepts and skills of mathematics, science, and technology, (2) increase written and oral communication skills, (3) develop knowledge and ability to use electronic communication, (4) enhance skills for group work, (5) increase knowledge of techniques for continued academic success, and (6) increase knowledge of appropriate personal and academic opportunities that influence career choices. The project will serve approximately 50 eighth and ninth graders from 12 to 15 middle schools in central Illinois. This project emphasizes parental involvement, enrichment activities, improving basic skills, improving student skills in specific disciplines, enhancing career exploration, group problem-solving, and electronic communication.

4. **Pre-College Educational and Career Preparation Institute** **$75,000**

Applicant Institution: Southern Illinois University at Edwardsville

Cooperating Institution(s): Belleville Area College, Lewis and Clark Community College, and Metropolitan Community College.

Synopsis: Southern Illinois University at Edwardsville proposes to operate a Pre-College Educational and Career Preparation Institute with the overall objectives of increasing the academic performance of minority students through basic skills enhancement and motivating and stimulating early educational and career planning. Each participant will leave this program with a comprehensive education and career plan to follow through senior high school and matriculation into a postsecondary education program. The anticipated outcome is to increase the

number of minority and/or underrepresented students who are adequately prepared for entry into and completion of higher education programs. The basic activities of the project will be designed within two components—a four-week summer session and an academic year component with monthly meeting sessions. Activities and services to be provided are: (1) enrichment instruction in mathematics, science, English grammar, composition and literature, and computer science; (2) academic tutoring; (3) college visitations; (4) enhancement of career awareness; (5) educational and career counseling and planning; and (6) participation in motivational workshops for educational, social and person development as well as career awareness. Additionally, parental workshops will be conducted to increase the involvement of parents in education and career planning of their children. This project will serve 75 students in grades seven, eight, and nine in the East St. Louise, Cahokia and Brooklyn School Districts. In addition, parents of the participants also will receive services to increase their involvement in the education of their sons/daughters.

5. **Inner-City Bridge to College Initiative** **$48,000**

Applicant Institution: The Associated Colleges of Illinois (North Central College)

Cooperating Institution(s): Dominican University.

Synopsis: The Associated Colleges of Illinois will offer a year-round campus-based "bridge to college" program for 50 at-risk, low-income, inner-city Chicago high school students. The objectives of this project are to: (1) upgrade participant knowledge and skills to prepare them for success in the general college curriculum, (2) provide campus residential experiences that create familiarity with college student life and college readiness and commitment, and (3) address through mentoring issues of social and emotional development. Activities will include: campus-based Saturday academic conferences for knowledge and skill development in reading, writing, literature, mathematics, science, arts, and social studies; residential campus weekends to continue academic development and to provide student life experiences that are central to going to college; and an intensive week-long Summer Academy of academic enrichment, residential life, and recreation on the theme, "Children in Crisis," a culminating experience with college faculty and student mentors. College faculty who will gain experience teaching minority students and 50 college students who will have a significant cross-cultural experience serving as tutors and mentors are secondary beneficiaries of the project. The primary focus is on the high school participants. The 50 project participants are expected to consist of: 30 African-American, 15 Hispanic, and five Asian students.

6. **Partnership for College and Employment Success in Child Development** **$50,000**

Applicant Institution: University of Illinois at Chicago

Cooperating Institution(s): Malcolm X College of the City Colleges of Chicago.

Synopsis: The main objective of this project is to implement a college and employment success program that will provide extra academic support to increase the retention of African-American students in the child development curriculum at Malcolm X College, so that they can begin a child development career and continue their college education. The project will provide supplemental education classes prior to and during two college-level child development classes. The first class will assess participants' desire and readiness to be in postsecondary education. The second class will build students' study skills and engage students in problem-solving, critical

thinking, and group interaction while focusing on writing skills improvement. The third class will apply theoretical concepts through an internship, provide job readiness skills, and explore ways in which participants can continue their education while working. It is projected that at least 50 adult African-American residents of the Near West Side of Chicago will become college students through the project and successfully complete two college-level classes. The project emphasizes the improvement of overall basic skills, especially writing skills, so that students will be successful in continued education and attain career-path employment. The project uses the child development curriculum to teach basic skills and child development concepts. The project also uses enrichment activities such as trips to child care centers and provides career exploration through classroom presentations, school tours, and a volunteer internship experience.

7. **Prep-ME (Preparation for Majoring in Engineering)** **$95,000**

Applicant Institution: University of Illinois at Chicago

Cooperating Institution(s): Harold Washington College of the City Colleges of Chicago.

Synopsis: The objectives of this project are to: prepare commuter students to meet the challenges of science, engineering, and mathematics curriculums; enhance the matriculation rate of University of Illinois at Chicago freshmen and transfer rate of Harold Washington College freshmen; and to integrate academic instruction, a living/learning community and retention strategies in an effort to improve persistence of university and community college students. Basic activities include supplemental course instruction, study groups, tutoring, science design presentations, test-taking skills, career forums, faculty dialogues, parent activities, professional societies program, and research activities. Approximately 200 individuals will benefit from the project, including freshmen and continuing students, parents, university and college faculty and staff, and corporate representatives. Of these individuals, 125 will be underrepresented ethnic minorities and women.

8. **Partnership for Academic Skills Enhancement (PASE) **** **$75,000**

Applicant Institution: Chicago State University

Cooperating Institution(s): Harold Washington College, Kennedy-King College, and Malcolm X College of the City Colleges of Chicago.

Synopsis: The Partnership for Academic Skills Enhancement (PASE), established in 1992 with HECA funding, is designed to improve undergraduate education through cooperation among Chicago State University (CSU), the Chicago Public Schools, and three of the City Colleges of Chicago (Malcolm X College, Kennedy-King College, and Harold Washington College). Specifically, the purpose is to enhance the academic success of students from underrepresented groups, and thereby help increase their participation in higher education. Chicago State University requests funding to develop a program that strengthens developmental courses by linking the Summer Bridge program to the freshman seminar course and providing academic support services to new students throughout their first year at the University. Funds will also support the development of curriculum materials for use in the Summer Bridge basic skills workshop and developmental courses held at CSU and participating community colleges.

Evaluation: A Summer Bridge program consisting of workshops in English and mathematics was conducted for entering freshmen and community college transfer students. The program

included 36 mathematics workshops and nine English workshops. A total of 415 students enrolled in the program and 311 completed it (189 in mathematics and 122 in English). The program also included a counseling component which provided students with information about academic programs, study skills, university resources, registration, and university policies. Of the 189 students who completed the mathematics workshops, 64 (34 percent) successfully completed the first part of the Mathematics Placement Examination; 59 students (31 percent) successfully completed part two; and 42 (22 percent) successfully completed both parts. Of the 183 students completing the English Qualifying Examination, 87 percent passed one or more basic skills examinations. These pass rates are significantly higher than the pass rates of students who did not participate in the workshops. As in previous years, these students had a significantly higher retention rate than regular entering or transfer students. The retention rate for entering freshmen and transfer students is approximately 60 percent. The retention rate for the Summer Bridge group was 77.2 percent.

9. **Project Excel **** **$57,000**

Applicant Institution: Danville Area Community College

Cooperating Institution(s): Eastern Illinois University

Synopsis: Project Excel funds are requested to continue a school/community educational program developed to foster the success and retention of minority middle school and high school students. Project Excel will focus on raising the academic skills and improving self-esteem of 85 students from the Danville Consolidated Schools District #118. The program will serve a clientele of minority students in grades six to 11 consisting of 50 middle school students and 35 high school students. The program will comprise four objectives: (1) to encourage and support the development of study and academic skills in the disciplines of written communication, mathematics, and science; (2) to encourage and strengthen parental involvement in the educational process; (3) to assist teachers in addressing and meeting the diverse cultural needs of minority students; and (4) to establish a positive peer support group. All of the objectives emphasize that the students complete high school and enroll in an institution of higher education. The basic activities of the program include: three field trips to Eastern Illinois University, field trips to other postsecondary institutions, academic tutoring, mentoring, job shadowing, parent/student workshops and other cultural activities.

Evaluation: Fifty middle school students from Danville schools were identified through teacher/counselor referrals and recommendations. Home visits were conducted to inform students and parents/guardians of the participation requirements for the Project Excel Program and both were then required to sign a contract to demonstrate support and commitment to the program. Most objectives and activities identified within the grant proposal were accomplished, and those activities included an After-School Tutoring Program at all three schools, study skills workshops, and presentations on self-esteem, growth motivation, assertion, interpersonal awareness, empathy, drive strength, decision making, time management, commitment ethic and stress management. Some students from North Ridge Middle School went on a Civil Rights trip to Memphis, Tennessee and others became actively involved in the Male/Female Mentoring program. Several trips to universities were taken and Danville Area Community College's Foundation supplied a grant for the project to take students on a Historically Black College and University tour over the spring break. After the trip, students were required to turn in a three- to four-page typewritten paper discussing what was anticipated on the trip, what was learned, and which school they had chosen to attend at the conclusion of the trip and why.

10. **Minority Teacher Identification and Enrichment Program **** **$125,000**

Applicant Institution: Eastern Illinois University

Cooperating Institution(s): Belleville Area College, Black Hawk College, Danville Area Community College, Heartland Community College, Highland Community College, Illinois Central College, Kankakee Community College, Kaskaskia College, Metropolitan Community College, Parkland College, Rock Valley College, South Suburban College of Cook County, and Waubonsee Community College.

Synopsis: Eastern Illinois University (EIU) proposes to continue the Minority Teacher Education Association program (MTEA). The goal of this project is to increase the number of minority teachers in Illinois. The program is designed to rely on participating faculty from all educational levels to recruit minority students to the teaching profession. Now completing its fourth year, the MTEA has proven successful in identifying potential teachers among minority students at cooperating community colleges and feeder high schools. Minority Teacher Education Associations were formed at EIU, nine community colleges, nine high schools and 10 middle schools with approximately 300 student members. Minority Teacher Education Association members serve as tutors and student teachers, mentors, and role models in primary and secondary schools with a large minority population. The members, sponsors, practicing teachers, advisors, and counselors attend programs at EIU in conjunction with the Cultural Diversity Lecture Series. Multicultural education workshops and an educational conference are held each year with 200 administrators, faculty, and students from participating feeder schools attending.

Evaluation: A 20-member advisory board was established to assist in the development and implementation of local MTEA chapters. A network of 22 Minority Teacher Education Associations (MTEA) was established in fiscal year 1997. Chapters established include Eastern Illinois University and eight active community colleges and their feeder schools which include seven high schools and six middle schools. A total of 414 students, representing 373 African Americans, 15 Hispanics, 21 Asian Americans, and five Caucasians made up the total number served by the project. Six new community colleges and their feeder schools have been invited to participate in the grant for 1997-98. During the 1996-97 summer two-week residential camp at EIU, 55 students will complete courses that emphasize science, reading, writing, computing and mathematical skills. High school and community college teachers, counselors and other professionals will participate with these students during this summer experience. Other program accomplishments include a monthly MTEA newsletter, professional speakers for bimonthly chapter meeting, attendance at a Minority Recruitment Fair, and the third Annual MTEA Conference. This year's theme for the conference, which was planned and coordinated by the MTEA students was "The Children I Teach: The Wealth of the Nation." Sixty adults and college students and 50 high school students attended. Participants evaluated the program as very worthwhile, motivational and educational for professionals and students, alike.

11. **The Elgin Community College Youth Leadership Academy **** **$62,000**

Applicant Institution: Elgin Community College

Cooperating Institution(s): Roosevelt University.

Synopsis: The Elgin Community College Youth Leadership Academy requests funding to continue providing group and individualized academic, social, and cultural experiences which will further prepare at-risk pre-college youth for leadership roles in colleges and the community. Basic program activities will continue to include academic and enrichment classes, workshops, a panel presentation, group instruction, academic summer camps, family-centered activities, individual custom-tailored activities, community service projects, mentors and work experiences which match the students' interests and aptitudes. Students and their families also will be given a home computer system and printer, funded from private donations, to assist with homework assignments. The students to be served are low-income seventh grade youth (at least 80 percent minority), living in neighborhoods with a documented gang presence. Over a period of six years, the program will serve a continuum of 120 eligible seventh grade students. After the sixth year, the first class of 20 will enroll at Elgin Community College and receive tuition-free instruction and support services until their transfer to a four-year baccalaureate institution. The program is based on a core curriculum designed to develop skills in basic leadership, critical thinking, problem-solving, conflict-resolution, self-esteem building, communication, and academics. Co-curricular activities include small- and large-group sessions and seminars, community service projects and customized enrichment activities that will teach students to overcome real and perceptual barriers to their self-fulfillment through field trips, summer camps, job shadowing, and sponsored events.

Evaluation: The Youth Leadership Academy began in August 1996 and formal first-year activities will end in June 1997. Academy students have met weekly for four hours per week throughout the year. Attendance is mandatory and is one element used to evaluate their progress in the program. A student is allowed no "unexcused" absences per program year. Staff have just completed the selection process for the second class of students. There were approximately 55 students who applied for the 20 open "slots." In order to apply, applicants must be classified as "low income" per the Federal Government Guidelines and reside within the Elgin Community College District 509. Each applicant answers questions designed to focus on the applicant's experience and potential in specific leadership areas. Additionally, the applicant solicits three letters of recommendation from three adults who address: leadership potential and performance; activities (school, church, etc.); responsibilities outside of school; and academic potential and performance. Community volunteers rate the student's application and recommendations on a scale of 1 to 5. The applicants must score above a 4.0 on either the application rating or the recommendation rating to be interviewed. The interview is the final step in the selection process. Community volunteers are directly involved, with two volunteers conducting each student interview. Youth Leadership Academy staff also meet with the student's family during the interview, stressing the importance of the family's involvement and commitment to the student's progress in the Academy. The 20 applicants with the highest combined rating scores (average of the application score, recommendation score, and interview score) are then invited to join the Academy. Activities for the second class of 20 Academy students will begin in September 1997. The first class will begin their second year in the program at the same time. Each class will participate in its own planned activities, according to the curriculum. Both classes together, both classes may participate in some field trips, recreational events, special dinners, or theater performances together.

12. **Project HOPE: Partnership for Hispanic Opportunity Program Enhancement **** **$98,000**

Applicant Institution: Governors State University

Cooperating Institution(s): Prairie State College.

Synopsis: In fiscal year 1998, the program seeks funding to increase the number of students in grades six to 12 being served while focusing on continued improvement in program offerings. The Hispanic population has dramatically increased in the south suburban area during the past several years, attracted in part by the local job market. Governors State University and Prairie State College recognize the growing need to help prepare local students for careers in the professional workforce through higher education. Proyecto Esperanza/Project HOPE is helping to identify, assist, and prepare these young students for programs in higher education. The project will continue to utilize existing networks and leaders within the Hispanic community; build new cohorts of leaders, mentors, and volunteers within those communities for the benefit of the community students; and provide individualized academic tutoring and preparation to encourage these students to value, pursue, and complete programs in higher education. Governors State University and Prairie State College, their faculties, staff, students, and alumni will continue to work jointly to offer their resources and services as academic instructors, subject tutors, advisors, mentors, and role models for these young students.

Evaluation: In its third year of operation, Project Hope has successfully served many Hispanic students. Of the 361 students in the program, 355 or 98 percent, will be promoted to the next higher grade or will graduate by the end of the school year. Of the 57 high school seniors, 54 will graduate, and of that number, 28 will attend college in the fall. The program has grown from 154 high school students to 210, and from no middle school students to 151 this year. The program continues to receive a high level of support from school personnel, parents, and community members and this year, the number of bilingual tutors, class instructors and workshop facilitators, as well as volunteers, increased. Over the past fiscal year, students attended a number of academic skills sessions, in-school tutoring sessions, workshops, cultural programs and field trips. Academic skills sessions in mathematics, reading, and writing were offered once a month for a period of three hours each. Some of the workshop topics included study skills, test-taking skills, career awareness, cultural awareness, college planning, ACT preparation, financial aid/scholarships, and leadership skills development. The two cultural events held during the year attracted more than 200 participants. Teachers, counselors, mentors and parents report that the students are more optimistic about their futures, including going to college.

13. **Minority Achievement Team (MAT) **** **$50,000**

Applicant Institution: Highland Community College

Cooperating Institution(s): Northern Illinois University and Western Illinois University.

Synopsis: The mission of this project for the second year is to encourage African-American students to become more responsive, continue in school, and aspire to higher education. Highland Community College and its partners will address this mission through the planning, analysis, design, implementation, and evaluation of the structured program designed to model and teach that academic achievement is within the grasp of a previously underrepresented group of African-Americans. This project will combine the talents of successful African-American community college students, university students, and community professionals with those of classroom teachers and established university programs aimed at this population. The project will focus initially on 30 African-American students in grades five and six. If funded further, the target group will be followed through grades seven and eight, and the project will expand to

include 15 new students enrolling in fifth grade. After completing this project, these students will be linked with appropriate educational and community support services. The project consists of academic instruction and support designed to supplement classroom instruction in the areas of science, mathematics, communications, and study skills. Other areas such as leadership, team building, career exposure and cultural experiences also are stressed. African-American tutor/counselors and mentors are used from a similar program designed for community college students. The tutor/counselors partner with classroom teachers and community-based organizations to develop a support plan for each of the participants. The programs offered at Northern Illinois University, Western Illinois University, and University of Illinois supplement the work of the tutor/counselors and mentors by providing short-term summer residential programs in science and mathematics, written and oral communications, and cultural activities. These residential programs also allow the participants to interact with other academically successful African-American students within various university settings.

Evaluation: During the course of the school year, the tutor/counselors met with their teams twice a week for 45 minutes to review homework assignments and provide assistance for their studies. Tutor/counselors also met with participants during one lunch period each week to review career choices and academic goals. The participants had the opportunity to attend Northern Illinois University for an African-American Leadership Conference that included presentations concerning politics, health and environmental issues, and media and the relative importance of education. An open forum provided students the chance to ask questions and participate in the discussions. One special highlight was being able to meet and talk with Dick Gregory, one of the conference speakers. The participants also had the opportunity to visit the University of Illinois to attend the African-American Black congratulatory celebration honoring over 200 African-American students who graduated at the spring ceremony. During this visit they attended a presentation by a University of Illinois academic advisor regarding how important it is to begin now to prepare for the academic and monetary requirements of attending college.

14. **Joliet Area Mathematics, Science, and Computer Educational Enrichment Program (JAMSCEEP) **** **$100,000**

Applicant Institution: Joliet Junior College

Cooperating Institutions: College of St. Francis and Lewis University.

Synopsis: Joliet Junior College, in cooperation with Lewis University and the College of St. Francis, proposes to continue the Joliet Area Mathematics, Science, and Computer Educational Enrichment Program (JAMSCEEP) for 80 minority and underrepresented junior and senior high school students. All junior high and high school students in the Joliet Junior College District are eligible for participation. The program features a 24-week Saturday program during the academic year and a six-week summer workshop designed to strengthen the students' academic and career planning skills. Both academic and summer components will include three instructors, one each from Joliet Junior College, Lewis University, and the College of St. Francis, who are responsible for developing and teaching the following courses: mathematics, computer science, natural and physical sciences, and engineering. One career counselor will be available during the academic year, and five tutors will assist students with academic problems, as well as provide them with a positive role model. Parental involvement is encouraged through Parent Effectiveness Workshops with the goal of preparing students to enter baccalaureate programs.

Evaluation: Since JAMSCEEP's inception in 1986, 219 participants have attained senior status and successfully graduated from high school. Thirty-three JAMSCEEP participants (former and presently active) will complete this year. Of that number, 13 will graduate from high school and they all plan to attend college in fall 1997. JAMSCEEP student-participants have received instruction in Biology/Critical Thinking, Career Counseling, International Business/Economics, Mathematics/Critical Thinking: Word Problems, and Social Science/Current Events. The JAMSCEEP six-week summer Computer Camp will engage students in 72 hours of computer instruction. Field trips taken during the year included visits to various colleges, scientific sites, and enrichment centers. Several speakers made presentations on Mathematics, Science and Computer related disciplines and careers. On average, each student reported that they engaged in 10 hours of academic homework per week. Eighty-five percent of the JAMSCEEP student-participants received scholastic honor merits at their respective schools. This is a three percent increase over last year's figure. Sixteen percent earned a GPA of 4.0 or higher on a 4.0 scale. This is a 12 percent increase over last year's percentage. Forty-two percent received a 3.0 GPA or better and nine percent earned a 2.5 or better. Only two percent of the total of JAMSCEEP participants received a GPA of 1.5 or better. Student participants averaged 2 days absent from school per quarter (9 weeks).

15. **The University Scholars Program **** **$135,000**

Applicant Institution: Northeastern Illinois University

Cooperating Institution: Roosevelt University

Synopsis: The goal of the University Scholars Program (USP) has been to promote college as a viable option for minority students and lay the groundwork for success among minority elementary and high school students who aspire to college, but whose academic records may be marginal in terms of meeting college admission requirements. Students are to receive instruction focused on study skills, critical thinking, career planning, and academic skills through: (1) a Saturday component at the colleges, (2) enrichment classes in the schools, (3) a Career Exploration Internship for participating upperclassmen, (4) in-school tutoring, and (5) interactive workshops for parents. A system also has been developed to monitor the post-high school experiences of project graduates. Roosevelt University's contact with the business community has enabled the expansion of the Career Internship Program enrichment program for 150 college-bound students: 60 students from Lake View High School, a predominantly Hispanic school; 50 upper-grade participants from Melville W. Fuller Elementary School, a predominantly Black school; 10 students from Blaine Elementary School; and 30 students from Hubbard High School. These continuing cooperative efforts will serve as a source for the design of a wide range of program components for minority elementary and high school students and will be available for dissemination to other college-bound programs throughout the state.

Evaluation: Last year, 90 Hispanic and African-American students participated in the University Scholars' Saturday Program, receiving three and one-half hours of workshop sessions for the first 10 weeks. Seventh, eighth, and ninth graders participated in classes focusing on study skills, mathematics and writing. Sophomores received instruction in science and writing. Juniors and seniors received intensive classes in preparation for the ACT and workshops on college admissions procedures, application processes, and financial aid programs. The second half of the program was offered at Roosevelt University for 10 weeks on Saturdays. Seventh and eighth graders received writing and science instruction, freshmen and sophomore received mathematics and improvisation/drama classes; and juniors and seniors received pre-employment and

communications workshops and college test preparation classes. Beginning in October 1996, advanced peer tutors have offered eight hours a week of academic support for University Scholars participants, providing tutoring, mentoring, and counseling. Students also attended several cultural enrichment activities. Students visited Northeastern Illinois University, Roosevelt University, Illinois Institute of Technology, and Chicago State University. In addition, 15 juniors and seniors were placed in internships where they worked 10 hours a week for a 10-week appointment. This year's companies providing internships include: St. Elizabeth's Hospital, Cook County Bar Association Community Law Project, Inc., Department of Immigration and Naturalization Service, Cook County Hospital, Northeastern Illinois University's Child Care Center, the Albany Community Center, and a Community based project titled Developing Communities Project.

16. **Project First Class **** **$50,000**

Applicant Institution: Rend Lake College

Cooperating Institution(s): Southern Illinois University at Carbondale and Southern Illinois University at Edwardsville.

Synopsis: This project's focus is on raising academic skills and improving the self-esteem of approximately 200 minority elementary, junior high, and senior high students in the Mt. Vernon school districts. The project will encourage students who have the potential to do college work to complete high school and attend college. The emphasis will be on professional tutoring, parental development and involvement, role modeling, peer mentoring, and academic and enrichment activities to increase student success in school and to increase the likelihood of their admittance to higher education. A total of 200 minority students (K-12) will be selected to participate in the program. The academic emphasis of the project will be on communication skills, critical thinking and problem-solving skills, technology/computer literacy, and responsibility education. Tutoring, parental development and involvement, role modeling, peer mentoring, career exploration and field trips to college campuses, and academic and enrichment activities are designed to increase student success through extended learning opportunities. The new block schedule implemented by the high school allows time at the end of each school day when teachers are available to provide extra help for students.

Evaluation: Project First Class is a result of an initiative begun by Rend Lake College in Fall 1988 to encourage and motivate minority students in Mt. Vernon to pursue a college education. The fiscal year 1997 project established a liaison between HECA Project First Class and the School of Nursing and the Office of School and College Relations at Southern Illinois University at Edwardsville and the Office of New Student Admissions at Southern Illinois University at Carbondale. Parents, teachers, guidance counselors, principals, community residents, and students were consulted in the identification of participants who had the potential to succeed in college. Students who were in kindergarten through fifth grade are the primary Project First Class group, and identified on an on-going basis as potential participants in the HECA Kids on Campus, the Science Saturdays classes, and College for Kids at Rend Lake College. They received academic instruction provided by the tutors in their classrooms during the regular school day. Students enrolled in sixth through tenth grades were the intermediate Project First Class. The intermediate group participated in the Regional Career Preparatory Program, Project Upward Bound, Challenge to Excellence, Law Camp, and the Minority Engineering Program at Southern Illinois University. The advanced Project First Class students were juniors and seniors at Mt. Vernon Township High School. These participants were

recipients of College for Credit, Tech Prep, and Career Exploration Camp at Rend Lake College. The Future Scholars, Minority Engineering Program, and the MEDPREP Science college summer camp opportunities at Southern Illinois University at Carbondale, Project GAIN (Get Ahead in Nursing) at Southern Illinois University at Edwardsville, the Minority Leadership Institute Conference at the University of Illinois at Urbana-Champaign, the AmeriCorps of Southern Illinois Project, Golden Apple Scholars of Illinois, and the Lincoln's Challenge Scholarship Program (Illinois National Guard) also provided opportunities for the advanced students.

17. **College Futures Program **** **$65,000**

Applicant Institution: Richland Community College

Cooperating Institution(s): University of Illinois at Springfield

Synopsis: This project is designed to inspire underprepared, yet promising, minority high school students to enter higher education, and to enhance the academic and leadership skills of high-achieving minorities in the seventh and eighth grades. A component of the project includes work with high school minority males who are "at risk of discontinuing their education" but have the potential to succeed. The program will improve the academic, motivational, and conflict resolution skills of fifth through twelfth graders. Approximately 155 students (25 freshmen, sophomores, and juniors; 100 high-achieving seventh and eighth graders; and 30 "at-risk" male fifth through twelfth graders) will be selected. Students will receive instruction to develop skills in college-level reading, writing, and mathematics during the academic term, on Saturdays, and the following summer. The program will include peer counseling, mediation skill development, career development and shadowing, role modeling, and financial resources awareness. Twenty middle and high school teachers will receive in-service training on how to effectively assist high-achieving and underprepared minority students in becoming better achievers and in coping with the school environment. A parent support group will continue to exist and support this project.

Evaluation: There are presently 160 students involved in the College Futures Program. However, over 550 students have benefited from the program through peer counseling, mentoring, and two major conferences. The College Futures program continues to demonstrate leadership in addressing minority students' needs. Students from all three of Decatur's middle schools met with their middle school counselors/advisors once a week or bimonthly at the attendance centers. During the meetings relevant topics are discussed, including expectations and how to cope with peer pressures. The male counselors also provide a variety of activities for the 25 young males. The counselors visit the students' schools on a regular basis to determine how the students are managing their academics and behavior. A significant number of parents attend the sessions that are scheduled away from the attendance centers. The academic activities have helped students improve their grades, build their self-esteem, develop their cultural awareness, and appreciate their heritage. Most importantly, the activities have helped students realize that college is an attainable goal. Students have had first-hand experiences in interacting with people who have successful careers. In addition, students have had the opportunity to attend cultural events. A study is in progress to determine students' assessments of what impact the College Futures Program had on those who enrolled in the program during the 1991-92 academic term, and to find out the number that stayed in school or are graduating.

18. **Mathematics Enrichment Program **** **$39,000**

Applicant Institution: Robert Morris College

Cooperating Institution(s): University of Illinois at Chicago

Synopsis: Robert Morris College (RMC), in cooperation with the University of Illinois at Chicago (UIC) Office of Mathematics and Computer Education, is requesting funding to continue its "Mathematics Enrichment Program" to serve a defined number of eighth grade students from five Chicago public schools. The project will provide the opportunity for Chicago Public School students to enroll in Algebra or in Transitional Mathematics. The goal for students taking Algebra is to be qualified for mathematics advanced placement when entering high school. Transition Mathematics students are to improve their understanding of mathematics, overcome "mathematics anxiety," and develop more self-confidence. The students will be selected by the elementary school principals and teachers. Student placement will be determined by previous academic performance, teacher recommendations, and a pre-mathematics test. An orientation will be conducted by RMC and UIC for teachers and participating students and families. Expectations and projected outcomes will be discussed at this time. Students in the project classes will be transported to RMC or UIC to participate in class and socialization activities that will include interactive and contextual learning as well as guest speakers who emphasize real world applications of mathematics. As a means of encouraging students to stay in school and develop basic employability skills, special attention will be given to the relevance between what is learned in the classroom and future careers. Individual tutoring and interactive tutorial software will be available to the students. Students will be encouraged to utilize these resources as well as the RMC Library/Learning Resource Center which contains a 90,000-volume book collection, comprehensive CD-ROM and periodicals collections, and several on-line services including Internet. Participants will have full access to the campus six days a week. Student assessment will be done on a continuous basis. Tests, homework assignments, and class participation will be graded, and grade reports will be issued periodically to the "home" schools. At the end of the year, a post-test will be administered to measure the mathematics improvement in comparison to the pre-test scores. Robert Morris College will conduct follow-up activities including evaluations of the program by students, parents, and school personnel; high school mathematics placement of participants; and student progress in high school.

Evaluation: The 1996-97 "Mathematics Enrichment Program" at Robert Morris College served a total of 89 students from five elementary schools in the Chicago area. Demographics of the participant group served are indicative of the ethnic diversity of the participating schools with 43 percent African-American, 43 percent Hispanic, 10 percent Caucasian and four percent from the "other" category being represented. Two-thirds of the participants in the project were female and all students were eighth graders. Although no post-test comparisons can be made on participants' pre-mathematics and algebra test scores, results from the community service pilot program conducted by the College for groups of eighth graders from LaSalle school in two consecutive years prior to the HECA-funded project showed gains in both categories. Additionally, a limited sample follow-up with those students who are now in high school revealed that all who had participated in the Introduction to Algebra portion of the program were placed in Algebra or higher upon entry into high school.

19. **Project ASPIRE **** **$35,000**

Applicant Institution: Southeastern Illinois College

Cooperating Institution(s): Southern Illinois University at Carbondale.

Synopsis: Project ASPIRE is a cooperative effort between Southeastern Illinois College, Southern Illinois University at Carbondale, and West Side, East Side, and Carrier Mills Grade Schools, Malan Jr. High School, Harrisburg High School, Carrier Mills Jr. High School and Carrier Mills High School. The project continues to serve approximately 90 minority students, grades pre-K through 10. Emphasis of the academic-year program is placed on professional tutoring in academic areas, skill building through workshops, and parental involvement. The summer program focuses on academic achievement and personal development. The overall goal of the Project is to aid participants in acquiring the study skills, self-esteem, and the knowledge base necessary to achieve academically on the postsecondary level. This region is characterized by rural isolation, continuing economic depression, limited social services, and low levels of educational achievement.

Evaluation: Last year, 83 minority elementary students received tutoring in academic skills and instructional sessions on good study habits in the Learning Center or in classrooms during the school day. In addition, a club was formed at the local high school in Harrisburg that focused on community service, one such service being elementary school tutorial services. There were four weekly workshops available for students to attend to increase academic skills, career awareness, ethnic appreciation, critical thinking and problem solving skills, mentoring and counseling.

20. **Southern Illinois Regional Career Preparation Program **** **$75,000**

Applicant Institution: Southern Illinois University at Carbondale

Cooperating Institutions: John A. Logan College and Shawnee Community College.

Synopsis: Southern Illinois University at Carbondale (SIUC), in cooperation with John A. Logan College and Shawnee Community College, will continue operating a comprehensive, academically based, regional pre-college career preparation and planning program for 130 minority students in grades six through ten residing in eight southern rural counties. The program will offer extensive career awareness, exploration and instruction in computer science, mathematics, oral and written communication skill development, study skills, learning styles, self concept development, social and personal development skills, and multicultural awareness. The program includes parental involvement, tutoring, enrichment activities, and assistance to improve basic skills. It will offer participants information on state high school requirements, university and college admission process requirements, academic expectations, and financial aid. The program also will provide follow-up academic services and support to former Southern Illinois Regional Career Preparation students and provide them with an opportunity to enroll in one of the programs operated by Southern Illinois University at Carbondale for minority students (Future Scholars, Upward Bound, Minority Engineering Program, and Center for Basic Skills). The fundamental purpose of the proposed activities is to help the participants experience the joy of learning and develop knowledge, skills, and abilities that will enhance and facilitate their career planning efforts and their academic success. The program will provide an opportunity for the Career Preparation staff to work directly with public schools in order to provide instruction and assistance to program participants during the regular school day.

Evaluation: The Career Preparation Program last year consisted of three major components: (1) the eight monthly meetings held on the SIUC and John A. Logan campuses during the academic year, (2) the three programs during the month of June, and (3) in-school programs operated in conjunction with the Carbondale Elementary School District staff. The theme of this year's monthly sessions was "The teacher cannot teach until the student arrives." Each student was provided a poster developed by a local artist which depicted the teacher waiting to greet the students as they arrived at school. Throughout the year, the need for a student and teacher partnership was impressed on the students. Each student completed a questionnaire that was designed to determine their readiness to obtain maximum benefit from their education. To help plan future activities and assess students' perceptions of the activities, each monthly session was evaluated by the students. Students were administered questionnaire instruments that were designed to determine students' future goals, level of self-esteem, knowledge, and attitudes toward career and level of participation in school activities. Among the significant achievements during the monthly seminar components was the opportunity for Career Preparation staff to formally work with the staff of the Carbondale Middle School in order to provide direct tutorial and counseling assistance to a select group of students formally enrolled in the Career Preparation program. This experience proved to be productive for both the Career Prep participants and the college students assigned to this activity.

21. **Midwest Engineering and Science Association Pre-College Program **** **$34,000**

Applicant Institution: Southern Illinois University at Edwardsville

Cooperating Institution(s): Lewis and Clark Community College.

Synopsis: The Midwest Engineering and Science Association Pre-College Program (MESA) is requesting funds to develop a continuous flowing pipeline of underrepresented ethnic minority and economically disadvantaged majority students desiring careers in engineering, science and mathematics, by arousing their awareness and challenging their academic potential during the critical years of middle school. The program also enhances the regular school curriculum by providing an approach where mathematics and science are explored utilizing algebraic concepts on the students' level of comprehension. This action simulates the participant's motivation and enthusiasm for mathematics and science as tools for solving complex problems. Comprehensive examinations are administered at the beginning and end of each phase in an effort to measure each participant's knowledge of the subject content to which each is exposed. The MESA program is an opportunity for a selected number of students within the counties of St. Clair and Madison. The program design consists of nine Saturday sessions per fall and spring semesters during which the participants will be actively involved in academic activities based upon topics related to engineering, science, and mathematics. Each topic is designed to incorporate group participation, hands-on involvement, and individual skill development of mathematical and scientific concepts. Students will be required to submit report outlining each activity. This aspect will promote discipline and an appreciation for subject related to mathematics and the sciences throughout their academic career. Each laboratory component also will be designed to stimulate the candidate's analytical interests in scientific experimentation. The MESA participants also will be transported from and returned to designated sites in Madison and St. Clair counties. One MESA session will include a local field trip to a science or industrial museum, to reinforce the importance of science and technology, and to familiarize them with these types of institutions for future extra-curricular activities and career explorations. Curriculum guides will be developed and distributed to each participant outlining the required

course of study from middle school through high school. Parental/guardian involvement is highly welcomed and highly encouraged throughout the entire program.

Evaluation: During fiscal year 1997, 60 middle school students ranging between seventh and ninth grade, participated in this high-impact academic endeavor which provided enrichment activities emphasizing technical and scientific hands-on experimentation. The MESA participants performed engineering and science-related experiments utilizing algebraic concepts. The curriculum design was consistent with the participants' academic level and generated a stimulating, rewarding learning environment. The program was divided into to phases, *Phase I: St. Clair County* and *Phase II: Madison County*. During each phase, eight Saturday sessions were held. The program provided the participants with role models and professionals in the engineering, science, and mathematics professions throughout the project's duration. The role models consisted of minority graduate engineering students and upper-division engineering students during each session. School of Engineering and College of and Sciences faculty members served as facilitators. Through their commitment and dedication, laboratory space, equipment, and technical demonstrations were readily available. The overall success of the project can be attributed largely to the quality of faculty involved. Fiscal year 1996 MESA follow-up surveys revealed that 45 percent of the cohort of ninth graders are presently enrolled in college preparatory courses. Information provided through these post program surveys indicate that MESA participants have enhanced their academic skills within the quantitative areas of mathematics and science. The overall impact on the participant's academic performance shows increased participation in the honors curriculum, generally in English and literature subjects. Comments from counselors and administrators of participating schools have indicated that student academic performance has increased. Discussions with these individuals involving former MESA students, have focused on increased quantitative skills, enhanced self-esteem, and positive interaction with their peers.0

22. **Project GAIN (Get Ahead in Nursing) **** **$95,000**

Applicant Institution: Southern Illinois University at Edwardsville

Cooperating Institution(s): Metropolitan Community College and Rend Lake College

Synopsis: The objectives for this project are to: (1) coordinate regional efforts to enhance the academic and social perspective of culturally diverse disadvantaged minority students to enter and successfully complete a two- or four-year program in nursing; (2) coordinate regional efforts to identify, recruit, and select culturally diverse disadvantaged minority high school students to participate in educational and social programs that broaden their personal, academic, communication and social skills through tutoring and mentoring programs for pre-high school students; (3) increase the number of disadvantaged minority males who graduate from high school, select health care as a career, especially nursing, are admitted to a two-year or four-year program of their choice in nursing, and successfully complete the program of their choice; (4) strengthen networking efforts between the high schools, community health care agencies, and the University to provide hands-on experiences that will assist students in selecting a career in health care, especially nursing; and (5) provide activities that increase social and academic interactions between the student participants in Project GAIN programs (pre-college health career clubs in junior and senior high schools, Head Start programs, community colleges, and the Project GAIN Networking Organization), the University, and the surrounding communities to build trust and cultural understanding.

Evaluation: Since the program's inception, the membership in Project GAIN increased on both college campuses, as well as in 12 high schools. Minority student membership in the Future Nurses' Clubs at the high schools has increased from 219 members in 1994-95 to 236 members in 1995-96. Overall membership in Future Nurses' Clubs over the last year has increased by 22 percent from 444 to 544 students. Four male students were admitted to the college component of Project GAIN during the 1995-96 academic year, and these students also participated in the mentoring of other high school males during the previous academic year. In 1995, two minority male students completed their program of nursing at Southern Illinois University at Edwardsville and passed the NCLEX-RN exam to become licensed registered nurses (RNs). One of the minority male students accepted a nursing position on a reservation of Native Americans with the stated intention of establishing a networking organization to assist Native Americans in preparing for a career in nursing. The academic progress of other students in the program was monitored. The 85 pre-clinical and clinical students at Southern Illinois University at Edwardsville maintained satisfactory GPAs or increased their academic standing. The 10 pre-clinical students at Metropolitan Community College achieved above average grades. The high school students continued to improve their GPAs throughout the academic year. Over the three-year period, 210 participants graduated from high school and 35 entered college. There were 103 students admitted to the Summer Nurse Camp (SNC) for 1995. A copy of the entire Summer Nurse Camp program, in which students participate in a highly structured, academically rigorous program at four levels, was presented to Loyola University to be used as a model for them to develop their own SNC program.

23. **Hispanic Mathematics/Science Education Initiative **** **$145,000**

Applicant Institution: University of Illinois at Chicago

Cooperating Institution(s): Malcolm X College of the City Colleges of Chicago.

Synopsis: The Hispanic Mathematics/Science Education Initiative (HMSEI) is a cooperative initiative involving the University of Illinois at Chicago (UIC) and Malcolm X College in collaboration with Roberto Clemente Community Academy and Benito Juarez High School. The goal of the collaboration is to identify and prepare a cadre of eighth graders from the feeder schools to Roberto Clemente and Benito Juarez High Schools who will enroll in a science and mathematics curriculum in high school and will complete high school and aspire to a professional career. The HMSEI convenes on Saturdays at Malcolm X College. The HMSEI workshops and health professions forums are convened on campus at the University of Illinois at Chicago. Student preceptorship experiences take place both at UIC and in community-based organizations. The project coordinator meets regularly with the site-based coordinators and students at their respective schools. The Roberto Clemente and Benito Juarez coordinators keep abreast of each student's progress to identify areas in which the student needs extra support. Both Roberto Clemente and Benito Juarez High Schools award credit for the students' participation in the HMSEI Program. Program staff and program goals are supported by an HMSEI Parent Network. The Network's monthly meetings center around various issues of concern to parents. They also use this forum to gather and share information. The HMSEI is currently in its sixth year. In the fall the program will enroll approximately 174 students: 64 eighth graders, 41 ninth graders, 31 tenth graders, 28 eleventh graders, and 10 twelfth graders. The objectives of the project are to: (1) prepare a cadre of eighth graders who enroll in the program's four-year high school mathematics and science program; (2) reinforce/supplement the students' home-school learnings of science, mathematics, reading, and composition; (3) begin early socialization of students to the college environment; (4) provide information and counseling for the students'

parents to better prepare them for supporting and encouraging the students' academic and career endeavors; (5) provide exposure to careers in science, mathematics, and the health professions; (6) facilitate the development of the students' interpersonal and group social skills; and (7) provide students an opportunity to develop relationships and linkages with positive role models.

Evaluation: The Hispanic Mathematics and Science Education Initiative has progressed smoothly this past academic year. Attendance was excellent for the first half of the academic year, but has declined somewhat with during spring term. Once again, the most obvious area requiring examination and further restructuring is the junior level. Most of the eleventh grade students have jobs, yet they are trying to maintain a good grade average and attend ACT prep on Saturdays. Also, the greatest disparity in competence seems to be at the eleventh grade level. Most students, when recruited in the eighth grade, are at grade level. As they progress through the HMSEI program, stratification between student grade averages takes place, and by the eleventh grade there is greater disparity in student core knowledge. The reason for this is not yet clear. Working may be a factor and study habits also may be another factor. The possibility of program modules designed to meet their individual academic needs is being surveyed. There will be a detailed evaluation/assessment with recommendations in the final report at the end of the program year.

24. **Recruiting and Preparing Minority Future Teachers **** **$125,000**

Applicant Institution: University of Illinois at Chicago

Cooperating Institution(s): Chicago State University, City Colleges of Chicago, DePaul University, National-Louis University, and Northeastern Illinois University.

Synopsis: The University of Illinois at Chicago in partnership with Northeastern Illinois University, Chicago State University, and six other universities, the City Colleges of Chicago, Chicago Commons, the Chicago Park District, the Community Youth Creative Learning Experience (CYCLE), the Chicago Public Schools, the Office of Catholic Education, and the Illinois State Board of Education propose to continue the Future Teachers of Chicago (FTC) program. Unprecedented in both scope and comprehensiveness, the project is to recruit primarily minority students into teaching in Chicago through the establishment of Future Teacher programs at 68 public and non-public city high schools and the cooperating universities and City Colleges. This project hopes to continue to build upon future teacher activities funded by HECA during the previous program years, further expanding the pool of high school students prepared for recruitment into state-supported primarily minority teacher recruitment programs. It will continue to enrich the high school and college curriculum with hands-on teaching experience, interaction with excellent teachers, and social and academic activities to help prepare future teachers for success in restructured schools serving primarily urban, disadvantaged students. In its fifth year of funding, this program will: (1) coordinate the existing 57 programs, (2) add clubs in five high schools, two elementary schools, two community colleges, and two universities; and (3) continue the expansion of pre-service support for postsecondary students in the City Colleges of Chicago. In the remaining year of the project additional high schools will be added as funds permit, until all 89 public and nonpublic high schools in the city are served. This will result in over 5,300 students who will take part in the program and potentially become minority teachers in Chicago schools.

Evaluation: Future Teachers Club (FTC) has been successfully operating for the past four years in this expanded collaborative form. All partners continue to exhibit a high level of commitment, both individually and in partnership with each other. Attendance at Policy Board and committee meetings is regular and representatives of all partners have been active in decision-making and policy creation., Those who began this effort on behalf of the partners have continued to work enthusiastically and productively together. Recruitment for the program continues to require less effort than was originally anticipated. Membership at the various levels has reached over 2,300. A number of the participants are receiving academic honors. Based on a survey of the 1995-96 high school graduating class, between 80 and 85 percent of the graduating seniors plan to attend college with at least 55 choosing education as a major. In November 1996, FTC received organizational status as a 501(c)(3) not-for-profit organization. The University of Illinois at Chicago continues to serve as fiscal agent. The Northeastern Illinois University's Chicago Teachers' Center continues to provide an ever-expanding range of professional development programs for teachers and students. The project director has nearly 20 years of experience in administering educational programs and is a recognized leader in Chicago in the field of minority future teacher recruitment. She has extensive knowledge of the current structure of Chicago public and nonpublic school systems and continues to be a part of the Advisory Board of Recruiting New Teachers, a national teacher recruitment initiative and presents regularly at regional and national teacher recruitment conferences.

25. **Master Mind Assembly **** **$100,000**

Applicant Institution: University of Illinois at Urbana-Champaign

Cooperating Institution(s): Danville Area Community College, Kennedy-King College of the City Colleges of Chicago, and Parkland College.

Synopsis: The University of Illinois at Urbana-Champaign is requesting funds to continue "The Master Mind Assembly," a statewide initiative that focuses on the development of critical skills thinking in mathematics, science, and communications as a systematic education reform-challenge strategy for minority students, parent, and teachers. The project will: (1) increase the retention and graduation rates of elementary and high school participants in target areas, (2) prepare participants for college preparatory pathways and workplace competency, and (3) enhance parent/teacher educational support of participating minority students. Nine hundred minority elementary and high school students from Champaign-Urbana, Chicago, Danville, Decatur, East St. Louis, Rockford, Springfield, and Waukegan will participate in grade-level specific, interactive research sessions, academic competitions, and developmental workshops that provide opportunities for positive peer socialization. Master Mind Assembly activities also include curriculum renewal methodology training for teachers and educational courses and seminars for parents. This project is a comprehensive interactive partnership that draws on the efforts of students, parents, college and university faculty and staff, representatives from private industry and the local communities. Auxiliary services will be provided by representatives from community agencies and private industry.

Evaluation: During the 1996-97 academic year, the project worked to demonstrate success in each of its several objectives. As a result of modules and workshops, more than 80 percent of all participants increased their reasoning ability scores by 25 percent in mathematics, science, and communications. In addition to parent meetings/workshops, Master Mind Assembly began further initiatives to help provide parents with the intellectual leadership and practical direction needed to prepare their students for college. For example, parents learned to assist students in

the identification of their unique strengths, to promote academic achievement through high expectation, to sustain commitment and to encourage intellectual exploration. One hundred fifty parents participated in the statewide Parent State College pilot. The organization also addressed academic and non-academic issues that affect academic performance. Cooperating institutions provided instructors for critical thinking module courses in mathematics, science, and communication.

College-Level Projects

26. **Minority Internship Program Five-University Consortium **** **$350,000**

Applicant Institution: Chicago State University

Cooperating Institution(s): Eastern Illinois University, Governors State University, Northeastern Illinois University, and Western Illinois University.

Synopsis: The Minority Internship Program-Five University Consortium which includes Chicago State University, Eastern Illinois University, Governors State University, Northeastern Illinois University, and Western Illinois University enables underrepresented students to gain practical experience while earning academic credit. The Five University Consortium proposes to continue and expand the Minority Internship Program. The primary objectives of the project are to: (1) improve the students' understanding of organizational decision making, policy making, procedural and other critical functions of the sponsoring organization; (2) improve the students' understanding of the socioeconomical and political environment of the organization; (3) facilitate exploration of relationships between theoretical knowledge and practical application; and (4) empower students through career and goal assessment and work experience. The Five University Consortium proposes continuation and expansion of the program to allow the consortium to meet the following objectives: (1) to establish a "tracking system" of program participants. The information gained from the research will allow the consortium to assess the impact of the program on the success rate of its participants as it relates to statewide initiatives; (2) to increase the number of internship opportunities which result in permanent employment with sponsored organizations; and (3) to strengthen faculty involvement by seeking additional input and participation from the internship faculty advisors.

The program is designed to give students a high quality preprofessional participatory learning experience. Students are selected through a rigorous consortium-wide process. Efforts are made to provide an appropriate match between a proposed internship site, and the student's preparation, academic needs, professional interests and career goals. Through cooperative efforts between consortium members including, university chairpersons, faculty advisors and representatives of government, businesses, industry, and civic organizations, students are placed and employed to augment their classroom instruction. To further enhance their career preparation, students are required to participate in career development activities designed to build professional skills. A total of 62 eligible undergraduate and graduate students enrolled at one of the Five University Consortium institutions will benefit as a result of funding of the project. The clientele eligible to participate in the Minority Internship Program are traditionally underrepresented African-American, Hispanic American, Asian American, Pacific Islander, Native American, and Alaskan Native undergraduate and graduate students enrolled at one of the consortium universities. Each university will be awarded five internships and the remaining internships will be awarded based upon the percentage of minority students in relation to total enrollment.

Evaluation: During the fall and spring 1997 semesters, 27 interns from the five participating universities benefited from the IBHE HECA grant award. Students representing academic disciplines in the Colleges of Arts and Sciences, Business, and Education have gained field-based experience while earning academic credit in the corporate and business sectors including private and public enterprises in Illinois. These interns represent African-American, Hispanic, and Asian ethnic groups traditionally underrepresented in executive level positions in various fields. An additional 33 interns will participate during summer 1997 in a variety of positions through the state of Illinois. Of the 27 internship assignments, there are three corporations, four social service agencies, four private businesses, three educational organizations, six community service organizations, and seven public service organizations. Site assignments were reviewed by the University chairperson and internship faculty advisory committee to ensure the quality of placements. Additional site assignments will be made for summer 1997. During the spring semester, nine interns visited Springfield to learn about the legislative process and to meet personally with legislators. The purpose of the visit was to provide students with better knowledge of the governmental process and the ways in which students can contribute to strengthening their understanding of public policy and planning. Students interviewed legislators, met individually with them, and attended the Illinois General Assembly budget session. Several of the interns were invited to attend legislative committee meetings.

The University Chairpersons from each of the five each of the universities are responsible for ensuring all internship activities are completed as outlined in the student handbook from identification and selection of students to coordination of internship advisory committee meetings. Faculty and university chairpersons collaborate during regularly scheduled internship faculty advisory committee meetings. University Chairpersons and CoDirectors met during the fall semester at Governors State University and during spring semester in Springfield to review and assess programmatic activities, strengthen and improve areas of operation as needed, and to develop a plan of action and timeline for the next fiscal year. The Minority Internship Program-Five-University Consortium contributes to creating a diverse workforce by providing the necessary resources to identify, train, develop, and place talented individuals who might not otherwise have an opportunity to gain access to employment opportunities beyond entry level positions.

27. **Hispanic Women's Leadership Development Project **** **$105,000**

Applicant Institution: DePaul University

Cooperating Institutions: Loyola University of Chicago and Saint Xavier University.

Synopsis: The Hispanic Women's Leadership Development Project is a consortium of the three major Catholic universities in the Chicago area: DePaul University, Loyola University of Chicago, and Saint Xavier University. Since 1985, the Project has worked to remove barriers that prevent Hispanic women from entering higher education. The objectives of the Project for 1997-98 are to: facilitate access of Hispanic women to higher education; strengthen and increase the retention and graduation rates of Hispanic women in Hispanic Alliance institutions; develop and implement academic support and mentoring mechanisms for participants; and provide financial aid, institutional scholarships/grants, and funds that supplement other need-based programs. The project anticipates enrollment of more than 200 female students.

Evaluation: In the past 12 years, the Hispanic Women's Leadership Development project has assisted over 700 women. In 1996-97, the Project provided supplemental financial aid,

orientation sessions, one-on-one advising, networking activities, student and career development information, social and cultural activities, and a variety of workshops to 134 women at DePaul University, Loyola University, and Saint Xavier University. The serving institutions of the Hispanic Women's Leadership Development Project have maintained a high level of commitment to all minority students. Enrollees of the Project have a wide variety of ethnic backgrounds. In addition, minority professionals continue to provide leadership for this successful program. At DePaul University, the Project is housed in Enrollment Management, Office of Adult Admission; at Loyola University it is part of the Women's Programs, a department within Student Development and Student Affairs; and at Saint Xavier University, the Project is located in the Office of Admission. Each university has institutionalized costs to continue the Hispanic Women's Leadership Development Project despite the phase-out of HECA support. For example, DePaul University has incorporated the cost of support staff ($25,000), travel ($2,000), and an advisory position ($5,000). In addition, each university is increasing its amount of grants-in-aid. In 1996-97 DePaul University set aside $10,500 for grants-in-aid, in 1997-98 that amount will increase to $26,500. Additionally, each university contributed 100 percent of the salary and benefits of the coordinators who direct the Project at each institution. Other costs assumed by the participating schools include mailings, telephone usage, computers, copying, and all other ordinary operating expenses.

28 **Support Enhancement for Minority Students Interested In Teaching Careers ** $100,000**

Applicant Institution: University of Illinois at Springfield

Cooperating Institutions: Lincoln Land Community College and Richland Community College.

Synopsis: Funds are requested to continue this project, which is designed to increase minority teachers in the Springfield and Decatur school systems by providing a teaching incentive program for high school students beginning at the junior year and continuing until the time of teacher certification. Students are provided support services to complete high school and enroll in a college preparation track of courses. Upon graduation, they are then provided tuition waivers from Lincoln Land Community College and Richland Community College for the first two years of college. After graduating from the colleges they enroll in a teacher education program at the University of Illinois at Springfield to prepare for certification. The participating school districts have made commitments to provide employment opportunities for each graduate. During the 1997-98 school term, this project will offer a program for participants at three levels of preparation: 75 high school students, 15 community college students, and nine students enrolled in the certification phase at the University of Illinois at Springfield. Students in each phase will continue the planned program, which includes mentoring, academic support, cultural enrichment, public service, a teaching internship, and the capstone activity—the 1998 summer orientation program. Both summative and formative evaluation measures have indicated that the program has been very successful in accomplishing stated goals and objectives. The graduation record for high school seniors is 95 percent. Participant satisfaction with the project has been very positive.

Evaluation: The staff of Project Minority Student Support are very proud of its accomplishments with the students in the program. The staff and advisory board has made tremendous strides in perfecting a model program that addresses the obstacles of minority students in accessing higher education. This program, while on a local level, has identified factors correlated to those on the national level as well as identified others very unique to the individual school districts and institutions involved. This is the type of data that is essential in

addressing the incidence of the low minority teacher participation on a local basis. During the 1996-97 school term, concerted efforts were made to address issues of retention for participants at the critical stages of the "minority participation pipeline." Further analysis and input from varied constituency or focus groups is needed to address these issues concerning access and equity in education. While these groups were not able to be constituted during the 1996-97 school term, plans are being made to form these groups in the fall of this year. The contributions of the staff in the program go far beyond the regular office hours. Staff members volunteer time to attend student functions and to make the project as visible and personal as possible for the students. This nurturing has resulted in the establishment of true relationships with the students—a factor that research indicates this critical to success with African-American students. They must have a personal commitment not just a verbal commitment. The institutional commitments are strong indicators of the level of collaboration and commitment that has been invested in this project. Each institution has contributed human resources as well as financial resources to this project, has representation on the Advisory Committee, and is involved in the policy making. In addition, the institutional representatives have donated personal time in attending planned functions and promoting the program. Program components were rated very highly by the students. This year the activities that students found most beneficial included the Academic Camp-In at the YMCA and the Summer Orientation Program. Parents reported that the staff's interest in the students and commitment to the students were the most positive aspects. The activities have been strengthened to provide attending to needed areas of the profession—attention to diversity and assessment. Students are being nurtured to assume professional responsibilities as part of their preparation for teaching, and are succeeding in academics. They are developing emotional securities, and these behaviors are critical if minority access to teacher education is to be a reality.

29. **A Strategy to Timely Degree Completion **** **$45,000**

Applicant Institution: Western Illinois University

Cooperating Institution(s): Black Hawk College, Carl Sandburg College, Quad-Cities Graduate Study Center, and Spoon River College.

Synopsis: This project seeks funding to attempt to identify new barriers to more timely degree completions that may arise from the use of technology and instructional delivery, as well as the barriers of limited access to these technologies. Upon completion, a monograph describing the outcomes of the several strategies will be circulated to the Illinois educational institutions and interested parties to explore, identify, and offer suggestions for removing barriers that may exist in technology innovation. These innovations, while an essential aspect of time to degree, may pose problems of access, applicability, and delivery that need to be fully understood in the context of course instruction. This strategy represents an on-going effort to uncover barriers which hinder students from finishing their degrees in a timely manner. The strategies explore the barriers of both access to and from instructional technology. Since the literature in this developing area is limited, the strategy will focus on the following initiatives: (1) conduct interviews with students, faculty, advisors, support service staff, and administrators to learn of potential problems and/or barriers; (2) survey students and faculty members participating in courses utilizing instructional technology; (3) compare different sources of instructional delivery to better identify limitations and/or potential problems with access and applicability; (4) research approaches taken by other institutions relying on technology innovations; and (5) provide recommendations and strategies for making a seamless transition to technological innovations as well as for removing identified barriers. Western Illinois University staff will be working with

selected schools in the Western Illinois Education Consortium including Carl Sandburg College, Spoon River College, Rock Valley College, Black Hawk College, and high schools in each of the community college districts.

Evaluation: In fiscal year 1997, the Illinois Board of Higher Education supported phase three of a Timely Degree Completion Strategy. The focus was to explore ways to better insure high school articulation with a particular emphasis on minority (Latino) student barriers. The overall theme was to better connect the disparate elements of the educational spectrum including, but not limited to students, organizations, faculty, advisors, and parents. The following basic activities were proposed: (1) the development with selected high schools, Carl Sandburg College, John Wood Community College, and Western University of the technological interconnections developed in the Western Illinois Education Consortium; (2) the development of a high school/community college/public university seamless transition curriculum; (3) the development of oral/visual materials promoting family centered, student career facilitation. The development of the WIEC interconnection was pursued by Carl Sandburg College and Western Illinois University with Bushnell High School, LaHarpe High School, and Carthage High School. Using the Board of Higher Education work as a guide, these organizations were able to: choose a listing of courses that could be taught in the high schools to satisfy college-level standards of competency; establish criteria for selection of high school instructors to teach the courses; establish faculty linkages between college and high school instructors; deal with administrative logistics of record keeping, tuition reimbursement, faculty compensation, scheduling, etc.; prepare brochures to advertise dual credit opportunities; select appropriate technology to use in multi-site linkage of cooperating schools; and identify barriers to the full implementation of an articulated high school, community college, and university interconnection. The seamless transition curriculum was through identification of common core courses to promote family centered, student career facilitation. First, a thorough investigation was undertaken to discover why Latino students rate themselves as less cooperative, competitive, and academically confident than do their peers. Secondly, a tape was prepared to assist persons to understand the necessity of connecting the underrepresented student to the full structure of higher education delivery. This focus on "connecting the parts" is basic to promoting expanded Latino participation in the advantages of higher education. The monograph which will be published in December 1997, *Timely Degree Completion Strategies: Connecting the Parts*, should assist those who wish to make a difference for their students.

Graduate-Level Projects

30. **Illinois Minority Graduate Fellowship Programs **** **$705,000**

Applicant Institution: Southern Illinois University at Carbondale

Cooperating Institutions: Illinois Institute of Technology, Illinois State University, Loyola University of Chicago, Northern Illinois University, Northwestern University, Rush University, the University of Chicago, University of Illinois at Chicago, and University of Illinois at Urbana-Champaign.

Synopsis: The Illinois Minority Graduate Incentive Program (IMGIP) and the Illinois Consortium for Educational Opportunity Program (ICEOP) seek to provide access and support to minorities with a goal of increasing both the current enrollment and graduation of minority students in fields where they are seriously underrepresented and the subsequent contribution of these groups as faculty members in colleges and universities in Illinois. The IMGIP was

established through a statewide agreement among Southern Illinois University at Carbondale (SIUC), Illinois Institute of Technology (IIT), Illinois State University (ISU), Loyola University of Chicago, University of Chicago, University of Illinois at Chicago (UIC), and the University of Illinois at Urbana-Champaign (UIUC), and was first funded by an IBHE HECA grant in 1985. The IMGIP is designed to provide African-Americans, Hispanics, and Native Americans access to and support for doctoral study leading to a Ph.D. at participating Illinois universities in the life sciences, physical sciences, mathematics, and engineering, for a maximum period of three years. In addition, the program assists the IMGIP Fellows in finding employment at Illinois institutions of higher education upon completion of their courses of study.

The ICEOP was established by the Illinois General Assembly to provide academic and financial support to minorities pursuing master's and doctoral degrees leading to careers in higher education. Similar to the IMGIP program, every effort is made to assist Fellows with securing employment at Illinois institutions of higher education upon completion of their courses of study. African-Americans have been the primary participants since the inception of both programs, while Hispanics have been fairly well represented. The IMGIP program plays a critical role in the recruitment and graduation of minority doctorates in science, mathematics, and engineering. Analysis of four study years for which IBHE data were available on minority graduate degrees (1990, 1992, 1994, 1995) showed that a total of 43 African-Americans and 33 Hispanics received doctoral degrees in science, mathematics, and engineering. These degrees represent 2.0 percent of all such degrees awarded in the state during these years. The IMGIP fellows who received degrees during the study represent 26 percent of the doctorates awarded to African-Americans and 18 percent of those awarded to Hispanics.

Evaluation: In fiscal year 1997, a total of 29 IMGIP Fellows were supported through this program. This number includes 18 African-American students (38 male and 83 female), nine Hispanic students (six male and three female) and two Native American students (one male and one female). As of August 1996, two IMGIP Fellows earned doctoral degrees in Chemistry from Northwestern University and are pursuing post-doctoral studies. Three students earned doctoral degrees in Physics from Northwestern University, UIUC, and UIC: one is pursuing a post-doctorate at CERN Laboratory in Switzerland, one is an Assistant Professor in the Department of Physics at Wayne State, and a third is pursuing post-doctorate studies at the UIC. One IMGIP Fellow earned a doctoral degree in Neurobiology, one a doctorate in Mathematics from UIC, and one earned a doctorate in Applied Experimental Psychology from Southern Illinois University at Carbondale and is an Assistant Professor at Clark Atlanta.

One hundred forty-nine ICEOP Fellows also received support in 1997. This number includes 121 African-American students (38 male and 83 female), two Asian American students (female), 23 Hispanic students (seven male and 16 female), and three Native American students (two male and one female). As of August 1996, ICEOP Fellows received 17 master's degrees and 19 doctoral degrees in 1996-97. Of the 17 Fellows receiving their master's degrees, one accepted a position at Illinois State University as the coordinator of academic advising, one accepted employment as a mathematics teacher at Seton Academy, one is a Democratic staff member with the Illinois House of Representatives, five are pursuing doctoral degrees, one is employed at an out-of-state art museum, and nine are presently seeking employment. Disciplines in which master degrees were awarded include communication disorders, education/counseling, music performance, writing, special education, sociology, psychology, mathematics, political science, speech, art history, and education policy studies. Of the doctoral degree recipients, 10 have accepted employment at higher education institutions in Illinois, two are employed at institutions outside Illinois, three secured employment at other state institutions, one is deceased,

and two are currently conducting a job search. Disciplines in which doctoral degrees were awarded include: English, higher education, adult education, leadership and educational policy studies, political science, public health sciences, public policy analysis, and speech communication.

Multi-Level Projects

31. **CCOM Early Admission Recruitment and Retention Program for Underrepresented Minority Students** — **$33,000**

Applicant Institution: Midwestern University

Cooperating Institution(s): Chicago State University and Illinois Institute of Technology

Synopsis: The Chicago College of Osteopathic Medicine (CCOM) of Midwestern University is requesting funds to expand its pilot Early Admissions Program, now moving into its third year. This program has already identified 18 minority pre-medical students who have matriculated at CCOM and are successfully moving toward their clinical rotations. The program has allowed CCOM to identify highly qualified minority students who would not otherwise have been considered for admission. These students have proved that they have the motivation and skills necessary to be as successful in their medical studies as the more traditional students. The objectives of this project are to increase by eight or more per year the number of underrepresented minority students that matriculate at CCOM and to select from among students at apparent academic risk those who actually have the time management and other skills needed to succeed in medical schools. Prospective applications to the CCOM Early Admissions Program are identified through collaboration with the Chicago Area Health and Medical Careers Program Offices at Illinois Institute of Technology and the UJIMA program. Selected candidates will participate in a six-week academic program to allow CCOM the opportunity to identify at least eight students who will be offered early admission to CCOM.

32. **Degree Completion Program **** — **$73,000**
(Total Grant: $450,000)

Applicant Institution: Bradley University

Cooperating Institution(s): Illinois Central College.

Synopsis: The funding requested for fiscal year 1997-98 is to enable the Bradley University-Illinois Central College (ICC) Degree Completion Program to continue to be made available to regional part-time, place-bound students. Since the inception of the Bradley University-ICC Degree Completion Program, 10 majors/programs have been approved by the IBHE for inclusion in the program. Students who have been admitted to the program will continue to take classes at the freshman and sophomore level at ICC, as long as they are acceptable toward the completion of their degree, and the restrictions on eligibility for participation in the program that have been approved by the IBHE will continue. Students participating in the program during fiscal year 1998 will pay $110 per semester hour, as compared to $105 during fiscal year 1997. This tuition level will maintain parity with the combined tuition and fees being charged by public institutions in central Illinois. The HECA grant contribution will be $158 per semester hour, representing 37 percent of Bradley University's tuition cost. Bradley University also will contribute 37 percent of its tuition cost through a combination of part-time enrollment tuition

rate reductions and tuition scholarships for all Degree Completion Program students. Experience obtained from implementation of the Bradley University-ICC Degree Completion Program since 1990 leads to the following conclusions: (a) the Bradley-ICC Degree Completion Program is a highly cost-effective approach to meeting the educational needs of part-time, place-bound students in the Peoria area, (b) current student demand for the already approved majors/programs exceeds the level supportable by the current fiscal year 1997 HECA grant allocation, and (c) the majors approved during the first five years of implementation have demonstrated the potential for the program to cost-effectively meet place-bound student needs. However, to fully address these needs, additional majors/programs and higher rates of admissions to the approved majors/programs will be needed and funding for the program will need to be increased sufficiently to permit an annual student enrollment level of approximately 4,400 semester hours at Bradley. Recognizing limitations in available HECA funding, this proposal suggests the expansion of funding to the optimal level over a three-year period.

Evaluation: Participation in the Bradley University-ICC Degree Completion Program has exceeded expectations. Since the inception of the Program, 1,096 students have been admitted, with an unduplicated headcount enrollment of nearly 920 students through spring 1997. Less than 10 percent of students admitted have been internal transfers from Bradley programs. In addition, only 3.8 percent have indicated that in the absence of the program, they would have considered attending a university on a full-time basis. On average, approximately 310 students were enrolled at Bradley and 20 were enrolled at ICC during fall semester 1996 and spring semester 1997. The 20 students include those attending ICC who have not completed the 60 hours of transferable coursework required for admission to the program. Because of the nature of the responsibilities of part-time non-traditional students, continuing students do not attend classes every semester. Overall, approximately 60 percent of the undergraduate students who have enrolled in the Degree Completion Program since its inception remain active in the program or have graduated as of spring 1996. At the graduate level, the retention rate has been approximately 70 percent since the initiation of the two graduate programs in spring 1992. Over 200 students who participated in the Bradley University-ICC Degree Completion Program completed their degrees as of the end of spring semester 1997. Enrollment in the Program has grown in all of the originally-approved majors. Through spring semester 1997, the Accounting major had enrolled 84 students, Manufacturing Engineering Technology had enrolled 92 students, and Communications Advertising/Public Relations had enrolled 94 students. The highest participation level has been achieved in the Elementary Education major (128 students). The Liberal Arts and Sciences Individualized major has grown to 100 students. Beginning with the 1992 spring semester, graduate programs in Civil Engineering and Human Development Counseling were included in the Program. Since that time, 282 students have enrolled in the Human Development Counseling and 30 have enrolled in Civil Engineering. Finally, the Computer Science/Information Systems undergraduate majors also were added in spring 1992. A total of 68 have enrolled in computer science/information system majors since that time. The enrollment figures for finance and nursing are three and 15 respectively. As a result of the increased funding approved for fiscal year1997, some new admissions to the program were made possible. As a result, 120 new students were able to enroll under the Degree Completion Program during fiscal year 1997. A substantial number of students in excess of the level supportable through the HECA grant and Bradley's matching contribution are interested in participating in the program. It is projected that about 340 students would like to participate in the program each year, as compared to the approximately 285 students per year that can be supported with the current grant level.

33. **Illinois Scholars Program **** **$766,000**
(Total Grant $1,000,000)

Applicant Institution: DePaul University

Cooperating Institution(s): Barat College, Bradley University, Chicago State University, Dominican University, Eastern Illinois University, Elmhurst College, Illinois State University, Illinois Wesleyan University, Knox College, Lake Forest College, Loyola University of Chicago, National-Louis University, Northeastern Illinois University, Northern Illinois University, Northwestern University, Roosevelt University, Saint Xavier University, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, University of Illinois at Chicago, University of Illinois at Urbana-Champaign, Western Illinois University, and the Golden Apple Foundation.

Synopsis: In its ninth year, the Illinois Scholars Program continues to expand its mission to select 60 talented high school graduates yearly to become effective teachers in high needs schools throughout Illinois. The program's selection process, focusing on minority and low-income students, seeks future teachers that reflect Illinois' racial, ethnic, and economic diversity. The program assists Scholars in completing the undergraduate teaching curriculum at one of 24 participating Illinois institutions of higher learning, provides financial assistance, and augments their teacher training. In return for that financial assistance, mentoring, and four Summer Institutes that offer Scholars early and intense exposure to teaching situations and discussions on the craft of teaching by master practitioners, the Scholars agree to follow a code of conduct, maintain a minimum grade point average of 2.0/4 in their first college year marking periods and 2.5 for every marking period thereafter, acquire a diploma and teacher certification within four years, and teach for at least five years in an Illinois public or nonpublic school defined as high need by the Golden Apple Foundation. The program objectives for fiscal year 1998 are to: (1) support the recruitment and nomination of the 1998 Scholar class, (2) support the Class of 1997 in their first year of college, and (3) manage and support the Scholar contingents of 1995, 1996 and 1997.

Evaluation: The 321 Scholars, 276 of whom are enrolled in undergraduate programs and 45 of whom are teaching in Illinois schools, reflect the rich ethnic and cultural diversity of Illinois. As of this evaluation, 61 percent of the entire Scholar contingent (1989-97) is minority: 32 percent African-American, 21 percent are Latino/Hispanic, seven percent are Asian, and two percent are Pacific Islander. Using Department of Human Services income guidelines, 64 percent of the contingent are from households classified as low income. Of those Scholars, 40 percent are from very low-income households. Forty-five Scholars, most from the pre-statewide contingents from 1989-92 have entered the teaching profession. Of the nine remaining Scholars in that group, two teach outside of Illinois, six are either finishing their collegiate work or are engage in post-graduate work, and one has recently left the teaching profession after three years. In the 1996-97 school year, 95 percent of the Scholars in college (1993-97 contingents) received some sort of financial aid assistance from our partner institutions of higher learning, with 75 percent of Scholars in those contingents receiving Stafford Loans, which the Foundation pays under the aforementioned conditions. The $5,000 "scholarship-loan" awarded Scholars of the class of 1997 onward will be forwarded in two equal payments each year under the aforementioned conditions. Of the entire Scholar contingent, 52 percent reside in Chicago, 23 percent in the suburbs surrounding Chicago, and 25 percent from the state outside the Chicago metropolitan area. Of the statewide contingents (1993-97), 44 percent are from Chicago, 25 percent are suburbanites, and 31 percent are from the rest of Illinois. The average high school ACT score of

the entire Scholar contingent is 21.7. The retention rate in the program of all Scholars selected from 1989-96 is current 83 percent. Of those still in college (1993-96) the retention rate is 89 percent. One-quarter of all Scholars are male.

34. **Chicago Area Health and Medical Careers Program **** **$900,000**

Applicant Institution: Illinois Institute of Technology

Cooperating Institutions: Finch University of Health Sciences/The Chicago Medical School, Chicago College of Osteopathic Medicine, Loyola University of Chicago Stritch School of Medicine, Northwestern University Medical and Dental Schools, Rush Medical College, Southern Illinois University Dental School, University of Chicago/Pritzker School of Medicine, and University of Illinois College of Dentistry and College of Medicine.

Synopsis: The Chicago Area Health and Medical Careers Program (CAHMCP), founded in 1979, is a cooperative effort between the Illinois Institute of Technology, all seven Chicago area medical schools, and two dental schools. The objectives of the project are to: (1) identify and recruit students from the targeted underrepresented populations to each of its component programs; (2) retain these participants in a structured series of activities from recruitment through admission to a medical or other health professional school; (3) prepare these students for success in medical or health professional schools; (4) sensitize these participants to the health care needs of underserved communities; and (5) encourage all participants to take part, as paid staff or volunteers, in future CAHMCP programs. The multi-component program includes the following activities: motivational experiences with mentoring and strong role model interactions; medically oriented preceptorships in both clinical and research settings; subject matter enrichment in biomedical sciences; academic skill development; study skills and test taking; individual and group advising on the medical school admissions process, including the financial aspects of preparing for a medical career and the personal adjustments needed; and one-on-one mentoring and intervention by CAHMCP staff members. Direct services will be provided to approximately 1,300 students, covering the range from middle school through college and beyond. In addition, CAHMCP staff provides counseling and encouragement on an informal basis to about 300 other individuals in the health career pipeline, including former CAHMCP participants. Projections for the breakdown of the 1,300 students are: 1,192 African-Americans (31.5 percent male), 56 Hispanics, 39 Asian-Americans, 11 Caucasian, and one Native American. The CAHMCP program contains a wide range of activities designed to meet the needs of a very diverse participant population with emphasis on developing basic skills, providing motivational experiences in the health career arena, and ensuring that its participants receive reliable and timely counseling and support (focused on identifying and overcoming specific barriers to success) along their medical career paths.

Evaluation: Because CAHMCP activities are highly concentrated in the summer, this report cannot describe the bulk of fiscal year 1997 activities which occur in the period June through August. The CAHMCP program is fortunate to have retained all of its prior year's full-time staff, a dedicated group with proven competence to achieve program objectives to increase the number of physicians and other health care professionals from historically underrepresented ethnic groups. Overall, the Number of CAHMCP participants is slightly higher than that projected in the fiscal year 1997 proposal, with continuing increases in the "pre-admission" Post-baccalaureate Programs being conducted at Chicago Medical School and Chicago College of Osteopathic Medicine and the MCAT and DAT workshops for college sophomores. The other components—college-level preceptorships, Young Scientists, and Pre-Matriculation—are

expected to meet their goals with some indication of increased quality due to increased selectivity in admissions. Although final figures are not yet available, the Program is expected to maintain the increased level of medical school admissions which occurred in fall 1996. This increase is due to: (1) expansion and increased success rate of the CMS and CCOM post-baccalaureate components in which CAHMCP students who perform well in medical school courses as "special students" are guaranteed admission to those medical schools; (2) a slight increase in the success rate of CAHMCP students applying to medical school (despite the overall increased competitiveness of the medical school admission process) which is attributed to continued improvements in the CAHMCP program effectiveness; and (3) the continuing impact of the Minority Medical Education Program (Robert Wood Johnson Foundation), which brought additional students into the CAHMCP Preceptorship components during the period 1989 to 1995. A diagnostic activity to the college-level program that identifies CAHMCP students with reading disabilities and directs them to treatment programs has been added, and the possibility of including a Physician Assistant element to the CAHMCP program is being explored.

35. **Hispanic Program for Educational Achievement - Year VIII **** **$150,000**

Applicant Institution: Western Illinois University

Cooperating Institution(s): Black Hawk College and Sauk Valley Community College.

Synopsis: The primary purpose of this academic support program is to improve the academic performance of currently enrolled Hispanic and Asian American students in the service region, to generate the necessary skills and modifications to help prospective ethnic students gain access to institutions of higher education, and to ensure academic success and successful completion of degree programs. Direct and indirect services will be developed, implemented, and delivered jointly with staff at Black Hawk College and Sauk Valley Community College to serve the currently enrolled ethnic minority students and their families at junior high and high schools, and at institutions of higher education in the region. The type of services provided are weekend seminars, all-day workshops, summer programs, and evening or weekend programming. The content of programming is based on academic areas in research and writing, science and mathematics, professional and career development, and computer applications and new technologies. The community outreach component is designed to set fundamental educational values within the family structure.

Evaluation: This program was first implemented in 1990 and its initiatives caused Hispanic enrollment and graduation rates at both Western Illinois University (WIU) and Black Hawk College to increase significantly. Hispanic student enrollment at WIU has increased approximately 70 percent since the Hispanic Program was implemented. The significant increases have occurred in all areas of instruction: Extension, On Campus, and WIU Regional Center. A comparison of individual semesters during the past two years shows a four percent increase between the fall 1995 and fall 1996 semesters, bringing fall enrollment to a new high of 313. Between the spring 1996 and spring 1997 semesters, an 11 percent increase was illustrated, again bringing enrollment figures to the highest level since the implementation of this program (323). The spring 1997 semester figures are particularly meaningful because, historically, enrollments have tended to decline significantly between fall and spring semesters during the academic year. The increase of 10 students or 11 percent over the total fall 1996 enrollment, shows that increases retention efforts are having a significant impact on enrollment figures at WIU.

A dramatic improvement has been demonstrated in the number of Hispanic students graduating from WIU since the implementation of the Hispanic Program. Between the 1988-89 and 1996-97 school years, the number of graduates has increased by more than 200 percent (21-63). This trend can in part be credited to the direct services provided to Hispanic students by the Hispanic Program staff. The number of graduates for the 1996-97 school year (63) brings this figure to its highest level since the Program was begun. The number of WIU Hispanic students enrolled in graduate school also has increased significantly. Between the fall 1992 and fall 1996 semesters, an impressive 200 percent increase occurred (15-45). Increasing the graduation rate of Hispanic graduate students is a priority of the Program staff who, in addition to the direct services they provide, have developed programs designed to increase the number of Hispanic students enrolling in graduate school. In addition, a larger number of Hispanic students who received direct services from the program in the past are enrolling in graduate programs at other Illinois institutions of higher education. Data regarding retention rates for Hispanic students at Black Hawk College also are encouraging. Figures show that retention rates for new Hispanic freshmen have continued to show steady improvement, while retention for all groups has remained virtually the same. Fall to spring retention rates for Hispanics have risen from 75.7 percent for the period of fall 1994 to spring 1995, to 97.3 percent for fall 1996 to spring 1997. The significance of this increase is evident when compared to all other groups which have increased from 76.1 percent to 80.9 percent for the same time periods. In addition, fall to fall retention rates also have been increasing at a higher rate for Hispanics. Hispanics have increased retention from 59.5 percent for fall 1994 to fall 1995, to 76 percent for the time period of fall 1995 to fall 1996 while all groups have increased from 56.4 percent to 60.2 percent for the same time periods. All of these retention rates are well above the 52.8 percent national average for retention in two-year public institutions reported by the American College Testing Program in 1996.

Other Cooperative Programs

36. **Strategies for Enhancing the Status of Minorities in Education **** **$50,000**

Applicant Institution: Northeastern Illinois University

Cooperating Institutions: Adler School of Professional Psychology, Bradley University, City Colleges of Chicago, Eastern Illinois University, Governors State University, Illinois Central College, Illinois State University, Illinois Wesleyan University, Joliet Junior College, John A. Logan College, Kaskaskia College, MacMurray College, Metropolitan Community College, Northern Illinois University, Parkland College, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, University of Illinois at Chicago, University of Illinois at Springfield, University of Illinois at Urbana-Champaign, and Western Illinois University.

Synopsis: The state of Illinois typifies all American states where there are disproportionately low minority student, faculty, staff, and administrative representation in predominantly white postsecondary colleges and universities. The Illinois Committee on Black Concerns in Higher Education (ICBCHE) has a primary goal of increasing minority participation in the various facets of the Illinois educational system by: (1) establishing a network of communication, (2) identifying issues and concerns; (3) consolidating and coordinating the efforts of the various sectors of minority educational interests; (4) planning and conducting conferences that provide forums for discussing methods, techniques, and strategies; and (5) monitoring and assessing the effectiveness of efforts that are promoted and implemented. Funding is requested for initiatives

aimed at increasing minority representation in Illinois postsecondary education including those which will assist minority college students in the development of decision-making skills concerning career choices, the promotion and development of student leadership skills, and in the assumption of student leadership roles on various campuses. Another initiative consists of various publications and activities that disseminate information about available faculty, staff, administrative, and professional positions open in Illinois colleges and universities; encourages scholarly productivity by minority professionals through various written research articles; and keeps the ICBCHE membership abreast of the progress, accomplishments, and status of the organizations' various efforts. Finally, there is an initiative which allows for the sharing of ideas and information through a series of regional seminars and an annual conference both of which include college students, faculty, staff, and administrative personnel.

Evaluation: Strategies for Enhancing the Status of Minorities in Education in Illinois proposed to increase the representation of students, faculty, staff, administrators, and professionals in all facets of higher education. The Career Options Seminars employed experienced professionals in presenting material to targeted students. Topics represented at the seminars included, *Pursing Your Dreams: Planning for the Future*; *Job Interviewing*; *Narrowing the Competition: Keys to the Successful Job Search for African-Americans*; *Career Opportunities for Minorities in Higher Education*; and many more. To date, six sessions have been conducted, reaching a total of 409 students. Other activities included the development of an IBSLA Web Page, a Unity March held at the University of Illinois at Springfield in conjunction with the African-American Student Organization, a celebration of Martin L. King Jr., KWANZA celebration at Malcolm X College, and a recent conference sponsored by IBSLA and several student organizations at the University of Illinois at Chicago. To date, four issues of *Opportunities Clearinghouse* have been published, each issue containing an average of 70 position vacancies. This publication is mailed to approximately 450 ICBCHE members and supporters throughout the state of Illinois. Two issues of VOICES have been published and disseminated to date. These issues have included information on upcoming meetings, conferences, and seminars held by ICBCHE as well as excerpts from works related to status of minorities in higher education. The ICBCHE held its fall 1996 conference on October 16-18 in Springfield. Two Town Meetings/Regional Seminars have taken place to date.

37. **Expanding Cultural Diversity in the Curriculum and in the Classroom **** **$49,000**

Applicant Institution: Western Illinois University

Cooperating Institutions: Eastern Illinois University, Elmhurst College, Illinois State University, Illinois Valley Community College, and McHenry County College.

Synopsis: Funds are requested to continue this project which includes four objectives: (1) the maintenance and growth of the Illinois Staff and Curriculum Development Association (ISCDA); (2) the implementation of a three-day "Dealing with Difference" Summer Institute (DWDSI); (3) the completion and distribution of CD-ROM software and support materials to facilitate access to diversity information and resources; and (4) the continuation and growth of the Multicultural Resource Development and Advising Center. To accomplish these objectives, the project staff will continue to meet with ISCDA members and its Board, to communicate through the organization's newsletter and special mailings, conduct workshops at member institutions upon request, and establish networks with other organizations to further multicultural education. The grant will permit the organizing, publicizing, and implementing of the fifth DWDSI, bringing together national and state leaders in multicultural education to a three-day Institute for

faculty, staff, and administrators. The grant also will allow the completion and distribution of the CD-ROM, *Multicultural Prism: Diversity in the Curriculum*, along with support materials to Illinois colleges and universities. Staff will continue to identify multicultural resources and make them accessible to Illinois educators through the Resource Center.

Evaluation: Tangible and readily documented outcomes of the Expanding Cultural Diversity project included: (1) the organization and implementation of a Dealing With Difference Summer Institute during which participants discuss information and insights that can lead to new perspectives and strategies to further the integration of multicultural concepts into their teaching and other college or university work; (2) the development of an Expanding Cultural Diversity CD-ROM and its distribution to Illinois colleges and universities; and (3) continued activities to promote multicultural education by members of the ISCSDA within their own colleges and universities and among faculty, staff, and administrators from other institutions. Less tangible outcomes of this project continue to be: (1) greater sharing of multicultural insights, knowledge, information, and resources among Illinois educators; (2) deeper awareness by faculty and staff of the challenges posed by diversity and increased understanding of potential responses to those challenges; (3) further integration of multicultural concepts and perspectives into the curriculum; (4) more faculty using instructional strategies that recognize the diverse learning styles of their increasingly multicultural classrooms; (5) increased participation and retention of traditionally underrepresented groups; (6) stronger and more positive self concepts among these groups; and (7) greater intercultural respect and interaction among faculty and staff as well as among students. The Expanding Cultural Diversity project continues to provide support for multicultural activities in Illinois universities and colleges through publications, workshops, and institutes. As a result of the project, institutions as well as numerous individual faculty have revised their curriculums to be more inclusive of scholarship that recognizes the diversity of the United States and the world. Some faculty have become more aware of differences in instructional and learning styles and more deliberate in establishing classroom and campus climates in which everyone feels comfortable and is respected. In making these changes, institutions and individuals are responding more effectively to the needs of an increasingly diverse student population.

Total Minority Educational Achievement Projects **$5,300,000**

MINORITY ARTICULATION PROGRAM PROJECTS

Transfer Centers

1. **Minority Student Transfer Centers** **$1,710,000**

Funding is recommended for one new and 27 continuing Minority Student Transfer Centers which are located on public community college and private two-year college campuses to serve as the focus for student transfer activities. The new Center is located at Lincoln Land Community College. Emphasis is placed on encouragement, guidance, and distribution of information to students about opportunities and processes for transferring from the community college to a baccalaureate degree-granting institution. Specifically, the goal of the Transfer Center is to increase the number of minority students transferring from community colleges to baccalaureate institutions and subsequently completing baccalaureate degrees. Each Transfer Center is centrally located on campus in a highly-visible area with easy access to students. The Center includes a library section for college transfer materials, where students can browse, and a separate area for transfer advisement activities. Each participating community college has

developed a system for keeping track of student progress and for reporting the services of the Transfer Center. The criteria used for funding Minority Student Transfer Centers are: (1) overall quality of the proposal, (2) proportion of minority baccalaureate-transfer enrollment and previous record of transferring students, (3) evidence of the college's commitment to establishing and maintaining a viable Center, (4) coordination and comprehensiveness of proposed services, (5) application of college resources and use of grant monies to supplement rather than supplant existing services, and (6) involvement with baccalaureate institutions.

Institution	Location	Amount Recommended	Cooperating Institutions
Lincoln Land Community College	Springfield	$35,000	University of Illinois at Springfield
Belleville Area College **	Belleville	$53,000	Southern Illinois University at Edwardsville
Black Hawk College **	Moline	$54,000	Illinois State University and Western Illinois University
City Colleges of Chicago: **	Chicago	$500,000	Roosevelt University, University of Illinois at Chicago, Illinois Institute of Technology, Western Illinois University
Richard J. Daley College Kennedy-King College Malcolm X College Olive-Harvey College Harry S Truman College Harold Washington College			
College of DuPage **	Glen Ellyn	$50,000	DePaul University, Northern Illinois University, and University of Illinois at Chicago
Elgin Community College **	Elgin	$62,000	Northern Illinois University
Illinois Central College **	East Peoria	$62,000	Bradley University, Eureka College, Illinois State University, and University of Illinois at Springfield
William Rainey Harper College **	Palatine	$64,000	Northeastern Illinois University, Northern Illinois University, and University of Illinois at Chicago
John A. Logan College **	Carterville	$45,000	Southern Illinois University at Carbondale
Joliet Junior College **	Joliet	$62,000	College of St. Francis, Governors State University, Illinois State University, Lewis University, Northern Illinois University, Robert Morris College, and Western Illinois University
Kankakee Community College **	Kankakee	$40,000	College of St. Francis, Eastern Illinois University, Governors State University, Illinois State University, Northern Illinois University, and Olivet Nazarene University

Institution	Location	Amount Recommended	Cooperating Institutions
Kishwaukee College **	Malta	$52,000	Northern Illinois University
Metropolitan Community College **	E. St. Louis	$65,000	Southern Illinois University at Edwardsville
Moraine Valley Community College **	Palos Hills	$62,000	Chicago State University, Governors State University, Illinois State University, St. Xavier University, University of Illinois at Chicago, Western Illinois University, Southern Illinois University at Carbondale, Illinois Institute of Technology, Robert Morris College, and Northern Illinois University
Oakton Community College **	Des Plaines	$52,000	Columbia College Chicago, DePaul University, Loyola University of Chicago, and University of Illinois at Chicago
Parkland College **	Champaign	$60,000	University of Illinois at Urbana-Champaign
Prairie State College **	Chicago Heights	$62,000	Governors State University
Richland Community College **	Decatur	$65,000	University of Illinois at Springfield
St. Augustine College **	Chicago	$53,000	Robert Morris College
Shawnee Community College **	Ullin	$36,000	Southern Illinois University at Carbondale
South Suburban College of of Cook County **	South Holland	$59,000	Chicago State University, Governors State University, and Robert Morris College
Triton College **	River Grove	$62,000	DePaul University and University of Illinois at Chicago
Waubonsee Community College **	Sugar Grove	$55,000	Aurora University, Columbia College Chicago, Illinois Institute of Technology, Illinois State University, and Northern Illinois University

Evaluation: Over the past year, the 27 established Transfer Centers continued to increase the number of minority students served. Of major significance is the fact that the majority of the colleges have made monetary contributions to their Minority Student Transfer Center operations. This speaks well for the Centers and personnel that staff those functions. The Centers have continued to provide transfer advisement, outreach to area high schools and community groups, tours of senior institutions, and baccalaureate-oriented workshops. During the fall and spring semesters, John A. Logan College (established in 1993) had the largest minority student enrollment to date. Minority students account for 12 percent of the institution enrollment. It is of interest to note that the increased enrollment of minority students correlates to the establishment of the Minority Student Transfer Center. At Kishwaukee College, the Director

teaches an orientation course which includes increasing awareness of strategies for achieving success in College, reviewing services, and better understanding self. The Minority Student Transfer Center at Moraine Valley Community College, in its seventh year, has provided more than 4,800 underrepresented students, identified as transfer-oriented with enhanced student support assistance, to eliminate barriers that might inhibit their opportunities to earn an Associate's degree and/or to transfer to a four-year university. Waubonsee Community College and Elgin Community College, 25 miles apart, have jointly scheduled college tours for this coming academic year. Many of the other community colleges in the Chicago area also have consolidated their campus visits and college tours. Many of the Centers also provided mentoring programs and peer advising. At Elgin Community College, the Minority Student Transfer Center has increased its minority participation in the transfer process through the cooperative efforts of Transfer Center staff, students, faculty and other departments, e.g., a slide presentation show by the Admissions Office to all incoming freshman, scholarship information and application materials available through a CD-ROM program, and newly-designed letters and postcards used to track stop-outs. Students surveyed over the past year by Center directors found an overall high rate of satisfaction. Survey results indicate that the most significant activity spurring motivation for students to continue on with the transfer process was the advisement received at the Transfer Centers.

Short-Term Articulation Projects

2. **Project Adelante: Health Career Academy** **$40,000**

Applicant Institution: Saint Xavier University

Cooperating Institution(s): Moraine Valley Community College.

Synopsis: Saint Xavier University is expanding its partnership with Moraine Valley Community College in order to increase the opportunities for educational development to the Adelante (to move forward) students through utilization of reading and English As A Second Language specialists at Moraine Valley Community College and the augmentation of the learning resources at Saint Xavier University. Students will be selected for participating in the project using the following criteria: completion of the sophomore year of high school, cumulative GPA of 2.5, placement in the upper half of their class, strong interest in health care careers, involvement in extracurricular activities, participation in high school college prep program, two written letters of recommendations (one from a high school counselor and one from a high school teacher), official high school transcripts, and completion of Adelante application. One outcome is to link high school counselors and college and university educators with health care professionals in an effort to strengthen the existing communication network to provide educational support and increased awareness of the career options in the health care field for Hispanic students. The results of this innovative, culturally specific program serve as a model for how universities can link their own resources with those of the local community to prepare Hispanic students for the health professions. The overall goal of the Adelante Health Career Academy is to increase the supply of Hispanic health care professionals with baccalaureate and higher degrees.

3. **Chicago Engineering Consortium **** **$150,000**

Applicant Institution: Chicago State University

Cooperating Institution(s): Illinois Institute of Technology and University of Illinois at Chicago

Synopsis: The Chicago Engineering Consortium, established in 1987, requests funding to continue cooperative efforts by Chicago State University (CSU), Illinois Institute of Technology (IIT), and the University of Illinois at Chicago (UIC) to promote access to engineering education for students from populations that are severely underrepresented in the engineering profession. During fiscal year 1998, the Consortium will maintain interinstitutional coordination of the program, continue to provide academic support to the students at CSU in order to increase the enrollment of program graduates at UIC and IIT, and continue to recruit academically prepared and sufficiently motivated students through expanded direct linkages with high schools in the Chicago area. The funds requested will enable the Consortium to continue to strengthen undergraduate instruction in mathematics and science at CSU, maintain adequate staffing for program leadership and day-to-day administration and support for engineering studies students, support the eleventh annual prematriculation summer institute for entering students, finance activities designed to prepare students for the transition from CSU to the accredited bachelor's degree programs in engineering at UIC and IIT, and provide scholarship support to defray tuition increases at consortia institutions. Additional funds are requested to strengthen the program with a dual degree component involving the three consortium members.

Evaluation: The Chicago Engineering Consortium achieved all of its fiscal year 1997 program objectives. Collaboration among the faculty and staff at the three consortium institutions was excellent. Academic support and professional development activities continue to be a major focus of the program. All new and existing program initiatives tie directly into the University's three-point model for student success. The pre-college initiative remains strong and continues to be a model for other programs in the Chicago area. Student interest in the Engineering Studies Program at Chicago State University has increased. Currently the program is attracting better prepared students. Ninety-five percent of the new students admitted for fall semester 1996 had an ACT Composite score of 18 or above. As a result, a larger number of students will complete the program at a much quicker rate than in years past. Fiscal year 1997 program highlights included recruitment visits to 15 Chicago area high schools, attendance at 10 Career Day and College Fair programs, and Continued Motivation Achievement Program School Visitations.

4. **Improving Minority Student Transfer Success Through Articulation With Community-Based Organizations **** **$200,000**

Applicant Institution: City Colleges of Chicago

Cooperating Institution(s): University of Illinois at Chicago

Synopsis: The City Colleges of Chicago proposes to continue collaborating with community-based organizations (CBOs) and the University of Illinois at Chicago in a project entitled, "Improving Minority Student Transfer Success Through Articulation With Community-Based Organizations." The objective of the project is twofold: (1) to collaborate with community-based educational programs to increase the number of minority, disadvantaged, and at-risk students who enroll in credit courses at a nearby City Colleges of Chicago campus and (2) to encourage them to transfer to a four-year institution upon graduation. Through motivational activities, financial aid and academic workshops, referral to social services, life skills training, campus and university tours, and other support services, students will be motivated to pursue higher education. Through Transfer Center support services, these students will be provided with accurate information about transfer options and requirements. Students not meeting college

enrollment criteria will be encouraged to enroll in pre-credit courses that are intended to assist them in developing their academic skills to the level required for entry. Community-based organizations will serve as community-based student support and referral centers throughout the ethnically diverse communities of Chicago. They will assist the City Colleges with data collection, reporting requirements, and coordination of student activities at participating City College Transfer Centers. An estimated 450 individuals will receive comprehensive services through this project and another 1,500 participants also will benefit from this project's activities. Approximately 90 percent of the participants will be minority students, primarily Hispanics and African-Americans, who have dropped out of traditional high school programs and may be seeking an alternative education through community-based GED or high school diploma programs. The project activities will result in the college credit enrollment of at least 160 new students at City College campuses and other institutions of higher education. The continuation of this project will serve to close the gap in educational services offered by the CBOs and the colleges, and to provide useful data about the specific needs of the various ethnic communities. Also, information related to additional support services that facilitate the success of minority students who wish to pursue higher education will be collected.

Evaluation: Existing cooperative programs were continued. The CBO partners who participated in the project during fiscal year 1997 were invited to submit proposed programs in response to a Request For Proposals (RFP) disseminated through their college partners. The colleges selected CBOs based on objectives, strength and scope of proposed activities, track record of working with minority students, and documentation of how their educational programs met the higher education goals and objectives of the City Colleges of Chicago. It also was also important that CBOs were strategically located to serve minority populations throughout the city. Selected organizations were providers of educational support services primarily to African-American and Hispanic youth. A total of 15 CBOs and five college campuses were selected for participation in the HECA/CBO project. These agencies were selected by individual colleges based on the strength of their programs and existing relationships with their communities and their partner colleges. The preliminary college and CBO data shows that 387 students were served utilizing the CBOs as their link to the City Colleges of Chicago. Of these students, 31 percent were African-American, 65 percent were Hispanic, four percent were White, and one percent was Asian-American. In addition, 46 percent of the students served were males and 54 percent were females. As expected, the majority (57 percent) are enrolled in nontraditional or alternative educational programs (GED, Alternate High School), while others have graduated from a high school (19 percent) or are attending a high school program (24 percent). Out of those, 1,548 student served, 120 have been identified by the CBOs as enrolling in the City Colleges of Chicago. The 459 participants utilized the CBO services a total of 1,548 times during this period. This averages over three different services per student. Services most widely used included Financial Aid Workshops (15 percent), College Admission Workshops (13 percent) Transportation to and from activities (13 percent), Personal and Family Counseling (11 percent) and College and University Tours (11 percent). Students were encouraged to register at the college in which the CBO had agreed to partner. Some students (24) decided not to enroll in the City Colleges of Chicago system and sought direct enrollment at other colleges or four-year institutions. The CBOs continue to provide data substantiating enrollment external to the City Colleges of Chicago. Each college president assigned an individual of his or her college to serve as the point of contact with CBOs participating in the project. That individual provided referral information and guidance about student support and academic services available at the college. The contact person at each college also provided technical assistance to CBOs in the development and implementation of their activities. After the participant was enrolled at the campus, the point of contact was referred to the Transfer Center Director, who continued to

interact with the student by providing accurate college transfer information. The Transfer Center Director also ensured that maximum transferability of coursework to selected four-year institutions was achieved. Using existing articulation agreements with other institutions of higher education, the Transfer Center Director made participants aware of services and programs at the institution through on-campus orientations, university brochures, and scheduled tours to the universities.

5. **Greenville College-Blackburn College Minority Articulation Project **** **$50,000**

Applicant Institution: Greenville College

Cooperating Institution(s): Blackburn College

Synopsis: Both private colleges are requesting funds to continue this student achievement project, which is designed to: (1) maintain cooperative relations between local schools and community organizations serving minority youth by offering programs designed to enhance the students' academic and sociocultural development; (2) maintain cooperative relations between the two colleges to design and provide support programs for minority students and diversity training programs for college faculty and public school teachers; (3) provide academic, leadership training, and career planning services to minority students at the colleges; and (4) provide and design programs that will develop multicultural awareness on the campuses. Basic activities are organized into three program areas: (1) mentoring and/or tutoring programs which will encourage elementary and middle school minority students to value themselves, value education, and succeed academically, with the goal of having them complete their college education and consider further studies after that; (2) leadership and self-concept development for minority students enrolled in predominantly white colleges to encourage full participation in college life (some academic enrichment services may be offered to achieve this goal); and (3) cultural and social activities to enrich the cultural environment for minority and majority students on predominantly white campuses. The three programs are developed by the two colleges and carried out on each campus. Cooperation between the colleges is not limited to the initial planning state. The colleges will combine resources and plan activities such as cultural enrichment activities and diversity training workshops that involve faculty, staff and students.

Evaluation: During the 1996-97 academic year, the Greenville College-Blackburn College Cooperative Project developed programs to provide academic support and services to minority college and elementary/secondary students. Both colleges had similar goals and the colleges developed very different activities to reach those goals. Overall, the grant enabled the colleges to initiate to continue several valuable programs that would have been impossible without the funding. The main objective of the School/College Mentoring Program was to improve the self-concept of minority students at all levels of education by: (1) making them aware of their potential to succeed, (2) developing a sense of pride in their culture by providing social experiences that honor minority cultures, (3) making them aware of career and educational option, (4) allowing the younger children to become acquainted with successful minority college students, (5) providing academic support services to minority students exhibiting difficulties in school, and (6) encouraging college minority students to become aware of their role as mentors to younger members of their racial and ethnic communities. Since September 1996, 21 Royal Lakes children and 14 Blackburn mentors participated in the Student/Mentor program. The major goals of the program for the Royal Lakes children were building self-esteem, providing encouragement and help with academic achievement, providing cultural enrichment, and providing a positive role model. For the Blackburn students, the goals were to provide leadership

opportunities and encourage growth through acting as role models for the children. Blackburn students went to Royal Lakes once a week for 20 weeks; in addition, the Royal Lakes children came to the Blackburn campus monthly for recreation and cultural enrichment. Although the Blackburn students and project coordinator felt that the program accomplished its goals, problems due to a lack of communication with parents arose. The Royal Lakes parents would prefer a tutoring program to the mentoring program, the College believes that students need to serve in leadership roles which may not be compatible with a structured tutoring program. College staff are continuing to meet with the Royal Lakes parents in order to determine if the program should be continued in the future.

In the case of Greenville College, early in fall 1996, the African-American students on the campus contacted the grant coordinator to discuss the possibility of forming a Black Collegiate Organization. After the group was established it became the official mentors to serve as big brother-big sisters to the African-American children to the Royal Lakes community. This mentoring relationship of the college students helped them see their position as role models to the younger children and better understand the needs of many disadvantaged communities. The children also benefited from the program by being able to attend various theatrical or entertainment functions. At Greenville College, three ACT training classes were offered to high school juniors from the area (Greenville High School, Mulberry Grove High School, and Vandalia High School) and approximately 20 to 30 students attended the different sessions.

6. **Illinois Articulation Initiative Statewide Information System **** **$25,000**
(Total Grant: $175,000)

Applicant Institution: Illinois State University

Cooperating Institution(s): William Rainey Harper College.

Synopsis: The objective of this project is to further develop a highly automated, electronic information system containing curriculum agreements and specific courses for the Illinois Articulation Initiative (IAI). The Illinois Articulation Initiative's curricula facilitate student transfer among Illinois higher education institutions by providing students with program information to guide them in course selection prior to transfer. The program also provides college and university personnel with access to statewide course information for use in advising students. It is estimated that upon completion, 50,000 students and 5,000 faculty will make use of the system annually. This year will be devoted primarily to designing, building, and implementing the system. The system became operational in May 1997. Funds are requested to complete and publish written material to be used by clients; purchase equipment and software to support course system maintenance; and design, develop, and implement marketing strategies to promote transfer.

Evaluation: The following are activities of this project to date. Personnel have been hired and assigned responsibilities to implement the project objectives. Database software and minimum hardware equipment have been reviewed, selected, and purchased to begin the project design and development. A course coding system has been developed to facilitate the relational database organization and storage of institutionally identified courses, and a set of automatic queries of the database has been developed. To assure that the queries met client needs, seven different focus groups were conducted in January and February at various locations (Illinois State University, University High School, Moraine Valley Community College, University of Illinois at Chicago, and William Rainey Harper College). Participants included high school students,

college students, high school counselors, academic advisors, faculty, counselor course evaluators. Modifications were made to the site based on evaluations and suggestions made by focus group participants. Letters were sent to all IAI participating institutions requesting information to support the institutional interfaces with the web site.

7. **Hispanic Program for Educational Advancement **** **$70,000**

Applicant Institution: McHenry County College

Cooperating Institution(s): Northern Illinois University and Southern Illinois University at Carbondale.

Synopsis: This project contains both a pre-collegiate program and a collegiate program. The pre-collegiate program seeks to increase the academic, psychological, and emotional preparedness of minority students toward college attendance. The collegiate program creates a comprehensive and supportive academic, psychological, and cultural environment which fosters the academic performance, student leadership skills, and degree/transfer completion of minority students. The pre-collegiate program provides a high school tutorial assistance program, a positive peer support network, awareness of diversity, parental involvement and an academic enrichment summer program. The college program provides retention support services, academic support activities, student development transfer advisement and activities, and an awareness of diversity. Over 1,000 people will benefit from this project; 600 from the pre-collegiate component and 200 from the collegiate component. The remaining 200 are staff at both levels. This project highlights the academic components which include the tutorial assistance programs and the academic enrichment summer program. Emphasis also is placed on the importance of the socialization components which focus on the building of a positive environment through role models, the mentoring program, cultural, and social activities.

Evaluation: The Hispanic Program for Educational Advancement project director continues to visit local high schools in order to identify Hispanic students who may benefit from both the educational opportunities and services offered by the Hispanic Support Services and Multicultural Center (HSSMC). Recruitment services resulted in more than 20 minority students enrolling at McHenry County College this past year, and over 120 Hispanic high school students becoming aware of postsecondary education opportunities. A series of open houses was hosted by the College in order to introduce Hispanic and other minority students. Also, the project performed a variety of retention support services including academic advising, tutorial services, mentoring, and academic skills seminars. They also provided students with transitional services including bridge courses, English as a Second Language, peer tutoring, career counseling, and GED transition services. The transfer activities included transfer advising, campus visits, and a transfer symposium. Further, the project staff developed several multicultural activities which brought together over 400 people of different cultures.

8. **Beyond the GED: Providing Access and Opportunities to Minority Adult GED Graduates in Postsecondary Education **** **$80,000**

Kankakee Community College

Cooperating Institution(s): Governors State University and Olivet Nazarene University.

Synopsis: Kankakee Community College (KCC) requests continued funding for the second year to develop, enroll, and support minority adults in postsecondary education who have earned the General Educational Development (GED) diploma. The goal is for participants to be provided support and preparation to earn a baccalaureate degree. Adult entry and reentry into higher education has substantially increased in recent years and minority adult GED graduates from families low in academic achievement may not perceive a college degree as an attainable goal. This project seeks to continue to alter that situation and ensure successes of project participants and make the prospect and promise of a college degree a reality for minority adult GED graduates. The objectives for the target population include: (1) active recruitment of minority adult GED graduates; (2) assistance with financial aid and scholarships searches; (3) stipends for transportation to college; (4) personal support in the academic environment; (5) development of basic academic skills; (6) time management training; (7) tutoring; (8) career assessment and assistance with college selection; and (9) college transfer assistance.

Evaluation: This potential three-year, Beyond the GED project was officially launched in early winter 1997. The program's staff and services support a current client base of 83 minority GED completers—52 who are currently enrolled at KCC and an additional 21 who will be enrolling for the summer and/or fall 1997 semester, pending completion of financial aid and/or assessment testing. Through aggressive recruitment efforts another 60 prospective BEYOND participants will be ready to enroll at KCC once they complete their GED exams within the next few months. Collaborative partnerships have been established with Governors State University and Olivet Nazarene University to make certain the transfer transition process for BEYOND participants is smooth and the other support services provided by the program continue in an uninterrupted manner. Both cooperating institutions have provided innovative suggestions to motivate and assist students before they transfer to their own or other four-year institutions. In addition, representatives from both universities are serving on the BEYOND advisory committee to make certain that any issues or concerns which may impede BEYOND students from completing their baccalaureate degrees are addressed. The program participants have been very encouraged by the personal support offered by BEYOND staff members. Additionally, the financial assistance with child care, transportation and textbooks have, in all cases, made significant differences in the students' persistent toward a college degree. However, with the new changes in the welfare laws over the next two years, which are impacting many BEYOND participants, many may want to enroll in programs which will prepare them for better jobs, while other may plan to continue their schooling on a part-time basis. Since this program is in its early development stage, success levels are very difficult to predict at this time. The ultimate evaluation will be the overall success rate of degree completers at the conclusion of the project. High attrition rates are anticipated for this particular population. The initial project objective of 50 new students each year is somewhat ambitious in light of the fact that only nine minority GED completers graduated from KCC from 1991-1996.

9. **Building New Bridges: A Minority Student Transfer Initiative **** **$35,000**

Applicant Institution: Millikin University

Cooperating Institution(s): Richland Community College.

Synopsis: Millikin University requests funding for the fourth year of Building New Bridges, a summer academic bridge program designed to increase minority student transfer rates from Richland Community College to Millikin University. Millikin has refined the program and this year's goals are to see eight to 12 program participants transfer to Millikin University or another

baccalaureate-granting institution within two years of participating in the Bridge program, and 80 percent of those who transfer, graduate within three of years of transferring. These goals reflect an increase in target population and a longer, more realistic time frame for the transfer to occur. It is proposed to maintain the core academic summer workshop, and supplement with refined initiatives to increase the number of participants, to increase the number of transfers to baccalaureate institutions, and to increase retention of students after they transfer to Millikin. Communication between minority Bridges students, peer facilitators, faculty and Bridges staff will be greatly enhanced. Students will earn five academic credits from Millikin University. Several elements have been added to the summer workshop program to: (1) increase participation in Bridges, (2) increase the number of minority Richland students transferring to four-year institutions, and (3) enhance retention of students at the baccalaureate-granting institution after the students transfer. To achieve the goal of increased participation in the Bridges program, it is proposed to heighten the visibility of the Bridges program through a brochure, newsletters, video and posters, a fall retreat for all minority students at Richland and an end-of-the-year recognition banquet. The increase in students transferring will result from increased participation in the program, facilitated interactions during the year between Bridges alumni and new candidates as well as enhanced mentoring/advising of potential participants. To achieve the Millikin retention goal, Bridges students will attend at least two informal social events each semester with faculty mentors and Multicultural Affairs staff, will attend the October academic orientation event, and will be connected as needed with student assistants from Millikin's new Learning Enhancement Center.

Evaluation: The colleges are providing an enhanced information and support network for minority students interested in continuing their education beyond the community college level. Academic courses offered through the Building New Bridges program are well-received and worthwhile, and academic offerings were enhanced with the addition of a weekend science program. New aspects of this program include a series of planned events and development of a brochure and newsletters to improve communication between interested students, Building New Bridges participants, peer facilitators, faculty, and staff from the two institutions. The central element that has guided the design of the fourth year program is communications: communication to increase awareness of the Building New Bridges program; to encourage full participation in the program; to encourage graduation and transfer of Richland students; and to give Bridges students after they transfer the tools they need to be successful. In previous years, each of these areas was addressed to some degree, but the students' needs have changes as they have moved through the program. Many Bridges students have transferred or are getting ready to transfer. These students are facing ever greater academic challenges each year that they further their education. Our goal is to help them meet those challenges by making communication with peers, faculty, and staff more accessible. The Building New Bridges Program has been successful in its first three years; to date 10 of the 22 minority participants from the first two years have transferred or been accepted for transfer to Millikin University, Southern Illinois University at Carbondale, and University of Illinois at Springfield. Two more participants from the 1996 Bridges program will transfer to Millkin in the 1997-98 academic year. This summer (1997), an additional 11 minority students participated in the third year of the Building New Bridges Program, bringing the total number of Summer Workshop participants for fiscal year 1995, fiscal year 1996 and fiscal year 1997 to 33 students.

10. **Project PRIME: Summer Academic Bridge Program **** **$60,000**

Applicant Institution: Northern Illinois University

Cooperating Institution(s): City Colleges of Chicago and Elgin Community College.

Synopsis: The Summer Academic Bridge Program creates a partnership between the academic development activities at Northern Illinois University and those of the City Colleges of Chicago. The project continues a credit-producing educational course and CO-curricular experiences for students to assist in the transition from the two-year to the four-year institution. Continuation of the project will allow for evaluation of the success of the introductory education course and its CO-curricular activities, and the implementation of modifications as necessary. It also will allow for continuation of the initial steps taken in making this partnership successful. Strong support continues to exist at the cooperating institutions, which include all of the City Colleges of Chicago. The program identifies and selects 20 students who have completed their associate degree and applied for admission to Northern Illinois University or students who are within one semester of completing their associate degree and who intend to enroll in Northern Illinois University and pursue and teacher-education program. It prepares participating students to pass the Pre-Professional Skills Test (basic skills) and the Illinois General Test of Basic Skills. The project also provides intensive workshops which reinforce reading, writing, and critical thinking skills while introducing students to the use of computers technology, and the profession of teaching. The project includes academic, career, and financial aid advisement and counseling.

Evaluation: The College of Education at Northern Illinois University and personnel from the City Colleges of Chicago collaborated in providing a summer academic bridge program for 15 City College minority transfer students interested in teaching as a profession. Priority in the selection of participants was given to students who had completed their associate degree and had applied for admission to Northern Illinois University. The program was held at the Northern Illinois University campus to assist participants in becoming familiar with the academic requirements of teacher education programs and state certification requirements. During the two-week summer program, students concentrated on preparing for the Northern Illinois University and state teacher examinations, and attended workshops that reinforced reading, writing, computer and critical thinking skills. Students received academic and financial advisement, and participated in teacher education-related field trips. More of the cost of this program is being shifted to the institution budget.

11. **Creating Inclusive Educational Communities for Minority Students **** **$80,000**

Applicant Institution: Parkland College

Cooperating Institution(s): Danville Area Community College, Eastern Illinois University, Heartland Community College, Lake Land College, Millikin University, Richland Community College, and University of Illinois at Urbana-Champaign.

Synopsis: In its third year, funding is requested to continue to be coordinated through Parkland College's Center for Multicultural Education and advised by a steering committee of representatives from Prairie Consortium schools, colleges, and universities. As the institution builds on the successes of the first and second years, several essential requirements are in place: (1) an effective consortial partnership and structure for collaboration and cooperation; (2) an established system to coordinate institutional and regional program delivery; (3) a core group of diversity educators, facilitators, advocates, and change agents working to transform classrooms and institutions; and (4) an assessment and evaluation process for determining impact and effectiveness of the approach and content of the project. Year three will focus on (1) developing a community of diversity educators and facilitators from Prairie Consortium schools and colleges

to continue and to expand professional development at their respective institutions; (2) systematizing a network for Prairie Consortium diversity educators and participants that will foster on-going collaboration, cooperation, and dialogue on creating inclusive schools and colleges for culturally diverse and minority students; and (3) educating other Illinois higher education consortia about the relationship between inclusive educational communities and the achievement and success of culturally diverse and minority students.

Evaluation: In the second year of funding, the Illinois Prairie Higher Education Consortium project, "Creating Inclusive Educational Communities for Minority Student Articulation," has provided in-depth professional development for Prairie Consortium faculty and staff on the relationship of inclusive classroom and educational communities to the achievement, success, and articulation of culturally diverse and minority students. Through participation in the professional development series, "Cultural Diversity Education," over 450 faculty, administrators, and staff from schools and colleges both within and outside the Prairie Consortium have obtained: (1) a greater understanding of how to define, describe, assess, and create inclusive classrooms, schools, and colleges for culturally diverse and minority students; (2) a greater commitment and specific strategies for transforming and improving classroom and institutional climate; and (3) knowledge and resources to generate and actualize specific recommendations for change in their respective classrooms and institutions. In addition, presentations around the state about the Prairie Consortium Minority Articulation Project have increased the demand for involvement from other schools and colleges in Illinois. Because of this growing demand for involvement in the project both within the Prairie Consortium and across the state, much enthusiasm and support has been generated for sustaining and expanding the project within the Prairie Consortium schools and colleges; collaborating with other regional consortia in replicating the Prairie Consortium model for a cohesive, regional approach to inclusion of culturally diverse and minority students across the total educational environment; and providing information and guidance for other individual Illinois schools and colleges wanting to address the relationship of inclusive classrooms and institutions to the achievement, success, and articulation of culturally diverse and minority students.

Total Minority Articulation Program Projects **$2,500,000**

ECONOMIC DEVELOPMENT PROJECTS

1. **Student Participation in the Airworthiness of Excellence** **$300,000**

Applicant Institution: Northwestern University

Cooperating Institution(s): Lewis University.

Synopsis: Northwestern University is requesting funding to support the establishment of an Airworthiness Assurance Center of Excellence (AACE). Funding from the state of Illinois will match funding from federal and industrial sources, most importantly Federal Aviation Administration (FAA) support of $6 million per year. The funding will support the participation in the FAA Center of Excellence in Airworthiness Assurance of two units at Northwestern University, the "Center for Quality Engineering and Failure Prevention" and the "Transportation Center," and one unit of Lewis University, the "Nondestructive Inspection Training Program." The AACE will work in partnership with academic, industrial, and government partners to provide advanced technologies, and a skilled workforce to improve airworthiness assurance. The Center will improve aviation safety and strengthen the competitive position of the U.S. aviation

industry. The Center for Quality Engineering and Failure Prevention (CQEFP) at Northwestern University is currently engaged in research and development related to the airworthiness of aircraft, participating since fall 1990 in a program of research and development on aging aircraft funded by the FAA. This program is broad-based to include a wide spectrum of inspection techniques as well as related topics of material behavior and stress analysis. Lewis University operates a large Nondestructive Evaluation (NDE) training program at Moraine Valley Community College. The staff of the NDE training program consists of both full-time and part-time instructors who have had significant field experience dealing with high efficiency, low maintenance, and safe and reliable aircraft engines and structures. Nondestructive Evaluation is used in every phase of manufacturing and field support of the aircraft structure and engine. The Lewis University program provides personnel with a strong undergraduate NDE training. Funding the AACE will provide benefits that include: (1) technology transfers to industry, (2) engineers trained to improve aviation safety and strengthen the competitive position of the U.S. aviation industry, (3) summer research training opportunities for undergraduate students, and (4) technical services to the airlines and other Illinois companies.

2. **Workforce Preparation Center** **$60,000**

Applicant Institution: Parkland College

Cooperating Institution(s): University of Illinois

Synopsis: Parkland College proposes to establish a Workforce Preparation Center in cooperation with the Illinois Department of Public Aid, Job Training Partnership Act (JTPA), Illinois Department of Employment Security (IDES), Urban League of Champaign County, and the Champaign-Ford Regional Office of Education. This collaborative effort will create a network of public, private, and community partners able to deliver training, education, and job placement services for Welfare-to-Work clients and other individuals needing skills to obtain gainful employment. This Center will serve as a model for other communities in Illinois as they begin to comply with new federal regulations associated with welfare reform and education to work.

3. **Preparing Our Youth for Work: A Workforce Preparation Program for Central Illinois** **$70,000**

Applicant Institution: Richland Community College

Cooperating Institution(s): University of Illinois

Synopsis: The primary purpose of this three-year project is to create a new program of study for technical careers, which will attract talented students in the middle of high school and prepare them for further education and/or a high skill, technical career. The program specifically addresses many of the recommendations of the IBHE Workforce Preparation Action Plan. The primary partners in the program are the Decatur School District #61, University of Illinois at Urbana-Champaign, and Richland Community College. High school and community programs will be created to serve students interested in four career areas: Agricultural and Business Related Technologies, Allied Health and Human Service Technologies, Business Services and Computer Information Technologies, and Industrial Engineering Technologies. The program integrates technological applications in the traditional academic disciplines through cross-discipline teaching strategies. The program also requires the establishment of academic,

occupational, and employability skill standards plus full articulation of programs between the high schools, community colleges, and the universities. Included in the proposal is development of a comprehensive, regional career information and advisement system employing a regional marketing campaign to introduce students, parents, and teachers to the relationship between education and work. Assessment and evaluation measures require research on student participation, student expectations (educational and career goals), and student performance (academic and occupational). In the academic year 2000-01, the curriculum, articulation, and admissibility models will be finished and in operation at Decatur School District #61 and Richland Community College.

4. **Educational Reuse Plan for Parks College** **$50,000**

Applicant Institution: Southern Illinois University at Carbondale

Cooperating Institution(s): Belleville Area College and Metropolitan Community College.

Synopsis: This project proposes the development of an educational reuse plan to facilitate decision making regarding the potential conversion of Parks College in Cahokia for other uses. The objectives include: (1) establishing social/economic parameters that will effect reuse, (2) determining physical and managerial constraints that will limit reuse, (3) meeting with area and state leaders to identify alternative uses, and (4) formulating priority alternatives for reuse. A design study team will be identified to assist in defining options for educational reuse of the Parks College facility. The design study team will include representatives of the Illinois State Board of Education, Illinois Community College Board and Illinois Board of Higher Education. Locally, representatives of Metropolitan Community College, Belleville Area College and the St. Clair county Regional Office of Education also will serve as active design team participants. The study team will be involved in a one-day planning meeting to initially identify alternative reuse options for Parks College. Thereafter, multiple focus groups will be held in the area to further identify opportunities for potential educational uses for the facility. The reuse of Parks College will affect the bi-state metropolitan area as Parks College moves to St. Louis during summer 1997.

5. **WorkForce Challenge: Approaching The Next Millennium **** **$70,000**

Applicant Institution: Danville Area Community College

Cooperating Institution(s): Eastern Illinois University.

Synopsis: Danville Area Community College, in cooperation with Eastern Illinois University, is seeking funding for a continuing initiative called "Workforce Challenge." The primary objective of the project "Career Beginning" is to continue a mentoring program for Danville High School seniors who have been matched with business, professional, and other private sector mentors/coaches for academic and career related experiences, and in addition, continue existing activities of previous projects. Students selected for this project will receive academic and career planning support through the use of teacher planners/coaches and community mentors. The students will attend seven workshops to enhance academic and career skills, and will work individually with mentors throughout the year. Other project activities include a teacher education component, a tech prep component, and a youth apprenticeship component. The focus of this project will be 32 seniors who began their involvement with this project as juniors at Danville High School. Participants will include Tech Prep students, youth apprenticeship

students, minority teacher education students, and Danville Area Community College students who might be entering careers or transferring to a university. This project emphasizes academic and career skill development through the use of teacher planners/coaches and community mentors. Additionally, apprenticeships in area businesses have been implemented to support career development. All students involved with this project also will benefit from development of human relations skills.

Evaluation: The staff planned and implemented seven academic/career skill-building workshops for Danville High School juniors. These workshops were held in schools, businesses, and on the campuses of Danville Area Community College and Eastern Illinois University. Twelve sessions were conducted and to date—students have visited Eastern Illinois University, Danville Area Community College, and the University of Illinois. Business sites visited were: Consumers Illinois Water Company, Krupp Gerlach—Machining Division, United Samaritans Medical Center, Downtown Danville, Inc., and the Danville Area Economic Development Corporation. After the August 16, 1996 retreat held at Allerton Park, the students were matched with a Danville High School teacher, counselor, or administrator as an academic/career planner. These matches met about once a week for 10 or 15 minutes and the students have filed an academic/career plan with the assistance of their academic/career planner in the Tech Prep office at Danville High School. Later sessions were held with both students and academic/career planner attending and receiving information from the project director. The private sector mentors' training sessions were conducted in January, February, and April 1997. Business tours were held, followed by networking receptions for students and private sector people with whom students were matched as mentors. Monthly meetings of the subcommittee concerned with summer employment have been held since January 1997. The students met prospective employers at the Economic Development Corporation in April. Currently, students are preparing to interview for their summer jobs. Some of the students (10) are Job Training Program eligible, and some of the students have chosen to keep their regular job through the summer in order to continue saving for college. The project is actively developing an Education-to-Careers Partnership with the publication last year of the plan for The Next Five Years, which involves the entire Danville Community College District. Workforce Challenge laid the foundation for this partnership and continues to contribute and participate at every level. A community team with representatives from Danville School District #118, Danville Area Community College, East Central Illinois Community Action Agency, Big Brothers/Big Sisters, and the Laura Lee Fellowship House attended a conference in February in Atlanta. The team also attended an intensive three-day workshop titled, "Tapping Community Resources." Information from that conference has been disseminated throughout each organization, and the team continues to meet monthly. The first team event will occur this fall when Chad Foster visits Danville to speak to teenagers. In anticipation of that event, copies of Mr. Foster's book *Teenagers Preparing for the Real World* will be distributed among all youth program participants. Workforce Challenge is a full partner, along with Tech Prep, in the Education-to-Careers Partnership.

6. **Illinois Satellite Network **** **$115,000**

Applicant Institution: University of Illinois at Urbana-Champaign

Cooperating Institution(s): Belleville Area College, Black Hawk College, College of DuPage, College of Lake County, Danville Area Community College, Elgin Community College, Governors State University, Highland Community College, Illinois Central College, Illinois Valley Community College, Kankakee Community College, Kishwaukee College, Lewis and Clark Library System, Lincoln Land Community College, McHenry County College, Oakton

Community College, Parkland College, Rend Lake College, Rock Valley College, Sauk Valley Community College, Carl Sandburg College, Waubonsee Community College, John Wood Community College, Western Illinois University, and Kennedy-King College and Harry S Truman College of the City Colleges of Chicago.

Synopsis: The Illinois Satellite Network (ISN) was formed in 1993 to better serve the needs of small- and medium-sized businesses and place-bound populations within Illinois. The ISN is a statewide consortium whose membership is currently composed of 31 community colleges, Lewis and Clark Library System, Governors State University, and the University of Illinois at Urbana-Champaign (UIUC). The goal of ISN is to provide direct access to the graduate engineering courses and professional development programs which emanate from 46 of the nation's colleges and universities through the satellite network operated by the National Technological University (NTU). Special partnerships have been established with the Chicago Manufacturing Center, the Institute for Competitive Manufacturing, and the Illinois Manufacturing Extension Center in joint sponsorship of the programs produced by the National Institute for Standards and Technology (NIST) and NTU. This project provides funds to complete the purchase of a statewide license for ISN sites to have access to NTU programs and continues the offering of in-service workshops for ISN site coordinators and engineers. It also purchases statewide distribution rights for the 1998 NTU manufacturing series and helps produce satellite programs specifically designed for the needs of individuals within the regions served by the consortium. The ISN will be able, through continued funding, to further enhance the delivery of program offerings of current and future members and expand the program offerings to areas and populations not currently being served. A special initiative of this project is to provide funding for ISN in partnership with the Chicago Manufacturing Center, the Institute for Competitive Manufacturing, and the Illinois Manufacturing Extension Center in the offering of satellite programs produced by NIST, NTU and UIUC. The ISN will be working closely with the Illinois Manufacturing Extension Center in providing programs for their field extension staff and manufacturing firms. The NTU will be producing programs for the 1998 series.

Evaluation: During the 1996-97 academic year, 28 members of the ISN downlinked 223 programs produced by the NTU and its producing organizations and/or by the UIUC. Special programs also were produced by ISN for its membership. Payment of the fourth installment on the permanent statewide license was made to the NTU. Two community colleges have never purchased satellite equipment nor participated actively in ISN activities. Therefore, Olive-Harvey College and Malcolm X College have been removed from the membership list. Three new sites were added to the network: Lewis and Clark Library System, Governors State University, and the Western Illinois Manufacturing Extension Center. Many of the sites downlinked the NTU faculty forum programs produced with funding from the National Science Foundation and the Discovering Engineering program for high school and community college students. Rock Valley College has students from Rockford who have taken NTU graduate engineering courses from the Illinois Institute of Technology, Northeastern Illinois University, and/or University of Massachusetts. In a meeting hosted by Rock Valley College, the Director met with the students who were enrolled in the graduate courses offered by the institutions mentioned above. All of the students were pleased with the program, the quality of the videotaped lectures, and the degree program opportunities available for them through the satellite network. More than one-third of the members downlinked the manufacturing series produced by NIST and NTU. The 1997 series was sponsored by ISN through funds provided by the HECA grant. Lean Manufacturing Implementation Strategies series will be offered for the 1997 fall semester. The ISN and the Department of Commerce and Community Affairs produced three workshops for local and county government officials. These programs were titled: "Grants—

What's Out There and How to Get Them," "Tools for Local Government Economic Development," and "Using Tax Increment Financing and Remaining a Good Neighbor." More than 500 persons participated in these programs. The Department of Commerce and Community Affairs is interested in continuing this partnership with ISN for future programs. The ISN site coordinators worked closely with the directors of the Small Business Development Centers to market and deliver these programs. Twelve sites participated in this program.

7. **Center for Distance Learning **** **$100,000**

Applicant Institution: Southern Illinois University at Carbondale

Cooperating Institution(s): Belleville Area College, Illinois Eastern Community Colleges, John A. Logan College, Kaskaskia College, Metropolitan Community College, Rend Lake College, Shawnee Community College, Southeastern Illinois College, Southern Illinois University at Edwardsville, Southern Illinois Collegiate Common Market, and the Southwestern Illinois Higher Education Consortium.

Synopsis: The Southwestern Illinois Higher Education Consortium (SIHEC) and the Southern Illinois Collegiate Common Market (SICCM) request funding for the enhancement and expansion of a Regional Center for Distance Learning and Multi-media Development. The Center will serve all of the members of the two southern Illinois regional higher education consortia and others throughout the state. The mission of the Center is to enhance the training and development opportunities for faculty and teachers within the region. Services of the Center, located in Morris Library on the Southern Illinois University at Carbondale campus, include: distance learning orientation sessions, in-depth training for faculty scheduled to teach the following semester, training for Internet use, training in the use of multi-media, and other instructional technologies and course development. Multi-media and instructional technology are a focus of the Center's activities. The Center also will serve a clearinghouse for access to regional expertise in developing multi-media presentation products, Web-based course home pages, and electronic reserves.

Evaluation: The Regional Center for Distance Learning and Multi-media Development conducted 20 workshops/seminars for the Southwestern Illinois Higher Education Consortium (SIHEC) member institutions and 13 workshops/seminars for the Southern Illinois Collegiate Common Market (SICCM) member institutions. Regional Center staff consulted with public school districts on technology issues. The Spring Faculty Development Day was held May 27, 1997 and faculty and staff from SIHEC, SICCM, Regional Office of Education, and public schools were invited to attend at no cost. Workshops/seminars are ongoing throughout the summer. Recently, the Regional Center Mini-Grant Program was established to encourage full- and part-time faculty of SIHEC and SICCM to apply for funding which will assist in the development of distance learning, multi-media, and Web-based instructional products, thereby improving the instructional programs on member institution campuses. The following grant applications were received: 19 from SIHEC member institutions, eight from SICCM member institutions, 25 from Southern Illinois University at Edwardsville faculty, and 12 from Southern Illinois University at Carbondale faculty. Regional staff assisted with all applicants in the completion of proposed activities. A Regional Center Web site (http://www.lib.siu/regional/) provides links to SIHEC and SICCM member institutions, including distance learning course schedules. Links to other timely information relating to the Regional Center workshop/seminar series, copyright issues in distance learning and multi-media, and collaborative agreements among SIHEC and SICCM members institutions are available at the Web site.

8. **Center for Distance Learning **** **$100,000**

Applicant Institution: Waubonsee Community College

Cooperating Institution(s): Aurora University, Columbia College (Missouri), Elgin Community College, William Rainey Harper College, Illinois Institute of Technology, Illinois Mathematics and Science Academy, Illinois Institute of Technology, Illinois State University, Kishwaukee College, McHenry County College, National-Louis University, North Central College, Northern Illinois University, Robert Morris College, and Rock Valley College.

Synopsis: For the third year, funds are requested to continue operating the Center for Distance Learning at Waubonsee Community College. The Center will provide training for faculty and staff who support the regional distance learning networks established through the Illinois Board of Higher Education. The primary goal of the Center is to provide teacher preparation and technical training for the institutions that participate in the distance learning networks and to serve as a model for incorporating distance learning into the teaching/learning process. This year special emphasis will be placed on developing faculty and technical training necessary to meet the operational requirements of the statewide interconnectivity solution that will facilitate seamless communication among all of the distance learning sites funded by the Illinois Board of Higher Education. In additional to this emphasis, the Center will continue to expand its offerings to prepare faculty to utilize other distance learning mediums, such as instruction delivered via the Internet and live, interactive video-based instruction delivered into the home or business, and ultimately to the desk-top. The Center will offer workshops and seminars to assist faculty in making the most effective use of these new technologies. When the Center was established in 1995, the primary focus of the Center was to assist educators in planning, developing, and utilizing telecommunications technologies as effective measures to deliver education and training. There continues to be a need for this type of training; however, since the inception of the Center, the definition of distance learning has evolved to include other methods of delivery such as modem-delivered instruction via the Internet and live, interactive video-based instruction into the home or business.

Evaluation: The Center contracted with the West Suburban Postsecondary Consortium to train 37 faculty members on three different occasions. Contract training also was provided to faculty from Northern Illinois University and North Central College. Eight, two-day faculty training workshops have been held so far; additional sessions are scheduled for the summer. Nursing faculty from Rush Presbyterian-St. Luke's Medical Center were trained for the pilot project between Waubonsee Center at Copley Hospital and Rush Presbyterian-St. Luke's Medical Center. A "Teaching on the Internet" workshop was held on January 13-14, 1997; a second workshop, "Faculty Integrating Technology" was planned for early June 1997. Twenty-six technical training sessions were held primarily for the Fox Valley Educational Alliance. Six experimental learning/Internet projects for course development have been supported through the Center.

Technology Innovation

9. **The World Wide Web: A New Tool for the Community Development Toolbox** **$75,000**

Applicant Institution: University of Illinois

Cooperating Institution(s): Illinois Eastern Community Colleges, Rend Lake College, Sauk Valley Community College, Southeastern Illinois College, Shawnee Community College, and John Wood Community College.

Synopsis: The project will develop a model of collaboration to use in helping communities use the Internet effectively. Many communities use the Internet in ways that do not address local needs in bringing the Internet to their community effectively. Teams from six community colleges, the University of Illinois at Urbana-Champaign, and the Cooperative Extension Service will organize collaboration and planning activities in local areas; participate in a comprehensive training program; and develop a long-term Internet sustainability plan. The University of Illinois at the six community colleges will facilitate collaboration, provide training, technical assistance, oversee evaluation and design a user mode that will help other rural communities through the planning process. This project builds on the foundation established by an earlier study—*Educational Partners: Enhancing Internet Use in Rural Illinois*. Whereas the earlier project helped community college staff bring Internet educational programs to the community, this project will focus on the economic development component of how Internet technologies can benefit citizens in rural communities. Also, this project will help community college staff reach new and non-traditional audiences in their communities.

Manufacturing Technology

10 **Central Illinois Manufacturing Innovation Consortium **** **$175,000**

Applicant Institution: Bradley University

Cooperating Institution(s): Heartland Community College, Illinois Central College, Illinois State University, Illinois Valley Community College, Lincoln Land Community College, Carl Sandburg College, Spoon River College, University of Illinois at Springfield, Western Illinois University, and John Wood Community College.

Synopsis: This project requests continuing support for the Central Illinois Manufacturing Innovation Consortium (CIMIC). The area served by CIMIC includes all or part of more than 30 counties, with one of the largest concentrations of manufacturing activity in the state outside the Chicago area. Excluding large employers such as Caterpillar, about 3,000 small- and medium-sized manufacturing facilities employing more than 40,000 workers are located in this area. The CIMIC works to meet the needs of regional manufacturing firms by building on the foundation of resources of the consortium's cooperating higher education members. This year, the institutions formerly included in the Western Illinois Manufacturing Technology Extension Center consortium have joined CIMIC including Carl Sandburg College, John Wood Community College, Spoon River College, and Western Illinois University. By networking the resources in place in CIMIC member institutions, by building on the significant business outreach efforts already in place, and by expanding technical assistance, technology transfer, and applied research support programs, CIMIC contributes to improving the productivity of regional small- and medium-sized manufacturing firms. The CIMIC's programs support process innovation, encourage enhancements to traditional manufacturing processes, and assist in the adoption of advanced manufacturing practices and technology. The funding requested will not only contribute to these goals, but also will encourage and support interinstitutional cooperation as well as faculty and student involvement in the delivery of technical assistance, applied research regarding product and process innovations, and other initiatives to address needs of the Central Illinois manufacturing sector. Funds requested also will supplement matching funds from the

participating institutions to meet grant requirements for the Central Illinois Manufacturing Extension Center (CIMEC), one of three regional centers of the Illinois Manufacturing Extension Center (IMEC). The CIMEC is partially supported by a grant from the Department of Commerce and Community Affairs (DCCA) and funding from IMEC through its grant from the National Institute of Standards and Technology-Manufacturing Extension Partnership (NIST-MEP). The HECA funds provided to CIMIC is important in leveraging additional support for manufacturing extension services in central Illinois.

Evaluation: The Central Illinois Manufacturing Innovation Consortium was established with support from IBHE through a HECA grant. The CIMIC serves all or part of 20 counties with one of the largest concentrations of manufacturing activity in the state. The CIMIC established by the Central Illinois Manufacturing Extension Program (CIMEP). By combining HECA and DCCA support, CIMEP developed a core staff including a Director, a technical specialist, and four part-time manufacturing extension agents who were located in four major manufacturing centers throughout the central Illinois area. The CIMIC/CIMEP were able to provide high quality manufacturing modernization assistance to over 250 smaller manufacturers over the 1994-1996 period. Beginning in fall 1997, NIST-MEP funding became available through the IMEC. Funds provided by HECA, along with institutional contributions were able to leverage a nearly 100 percent increase in total available support for manufacturing extension in Illinois outside the Chicago area. Through the combined funding from IMEC, IBHE, DCCA, and partner institutions, a long-standing goal to build a high performance manufacturing outreach program has become a reality. As a result of the additional resources, substantial changes have been introduced into the CIMIC/CIMEP organizations.

The funding provided by HECA for fiscal year 1997 was being used to accomplish the following objectives: (1) encourage and support continuing interinstitutional cooperation as well as faculty and student involvement in the delivery of technical assistance, applied research regarding manufacturing process and product innovations, and program delivery to address needs in the central Illinois manufacturing sector; (2) expand linkages with other regional manufacturing assistance centers and consortia to share resources and expand the capacity to address regional manufacturing education and assistance needs; (3) assess high priority manufacturing assistance needs facing manufacturing firms in central Illinois including provision of technical assistance, help in identifying manufacturing processing problems and applications of new manufacturing technology, support for new product development, and organization innovation and related quality initiatives; (4) expand the capacity of participating institutions to help solve manufacturing processing problems, accelerate the pace of new product development through program development, and improve access to national information regarding advanced manufacturing technology and new approaches to improvement in manufacturing quality; (5) promote services available through CIMIC to regional manufacturing firms through brochures, newsletters, Internet accessible information, and presentations to regional business/industry associations and Chambers of Commerce; and (6) expand participation of business organizations in CIMIC through advisory councils, partnerships for program/service marketing, and collaborative service delivery.

11. **Chicago Manufacturing Center Consortium **** **$115,000**

Applicant Institution: Richard J. Daley College of the City Colleges of Chicago

Cooperating Institution(s): Illinois Institute of Technology, Chicago Manufacturing Center, and Northern Illinois University.

Synopsis: Richard J. Daley College, a partner in the Chicago Manufacturing Center Consortium (CMCC), seeks continued funding to support the Manufacturing Modernization Program developed over the past four years to benefit small- and medium-sized manufacturers in Chicago and the surrounding area. The aim of the program is to help small manufacturers improve their performance to stay competitive globally, to encourage them to continue manufacturing in Chicago, to match their workforce needs with the graduates of Daley's Manufacturing Technology Programs, and to utilize the latest state-of-the-art technology to provide effective resources for industrial learning and training. The program helps companies realize their needs and implement modernization projects, drawing on the technical expertise and resources of the Daley College and the other CMCC partners. The modernization assistance services are conducted in close cooperation with the Chicago Manufacturing Center (CMC), an affiliate of the National Manufacturing Extension Partnership of the National Institute of Standards and Technology (NIST). Observations made during the assessments are used to match workforce needs and provide needed technical support to companies to improve their economic development. The objectives for this year are to: (1) expand manufacturing modernization assistance services for Chicago-based small manufacturers; (2) offer benchmarking services to a minimum of 100 companies with the purpose of increasing manufacturing modernization awareness; (3) finalize Skill Evaluation Tests for use in defining the basic and technical competencies of manufacturing workers; (4) utilize the partnerships formed with CMCC client companies to increase opportunities for cooperative learning and job placement for students enrolled in Daley's Manufacturing Technology Programs; (5) utilize technological resources such as the Internet to initiate a plan to offer educational and training and retraining opportunities to students and industry representatives in order for the program to be institutionalized; (6) initiate the development of partnerships with other technology consortia; and (7) disseminate the assessment model to other entities involved in manufacturing modernization endeavors. The activities proposed to fulfill the above objectives together with CMCC's on-going efforts to obtain feedback from its clients and advisory board will ensure the effective continuation of services needed to sustain a strong manufacturing base in Chicago.

Evaluation: As proposed, the program is helping companies assess their needs and implement modernization projects, drawing on the technical expertise and resources of Daley College and the other CMCC partners. The modernization assistance services are being conducted in close cooperation with CMC, one of the seven centers in the Illinois network and an affiliate of the National Manufacturing Extension Partnership of the National Institute of Standards and Technology. The proposed objectives and activities of the project were to: (1) expand manufacturing modernization assistance services for Chicago-based small manufacturers; (2) prototype and pilot Skill Evaluation Tests for use in assessing the basic and technical competencies of manufacturing workers; (3) capitalize on the partnerships formed with CMCC client companies to increase opportunities for cooperative learning and job placement for students enrolled in Daley's Manufacturing Technology Program; (4) develop a plan and the necessary marketing materials to institutionalize program services and enable the program to become self-sufficient; and (5) conduct an evaluation of the assessment model utilized in the assessment of companies in 1995-96. The activities being undertaken at the time of this report indicate that the proposed project objectives will be completed within the grant period. The project continues to provide services needed to sustain a strong manufacturing base in Chicago. Therefore, efforts are in progress to develop working relationships with entities within the city to draw from their strengths and to avoid duplication of efforts.

12. **Economic Development Consortium of the Fox Valley Educational Alliance ** $300,000**

Applicant Institution: Rock Valley College

Cooperating Institution(s): Black Hawk College, Elgin Community College, Highland Community College, McHenry County College, Kishwaukee College, Northern Illinois University, Sauk Valley Community College, University of Illinois at Urbana-Champaign, and Waubonsee Community College.

Synopsis: Rock Valley College is requesting funds to support the Economic Development Consortium of the Fox Valley Educational Alliance (FVEA). Alliance members have provided a variety of manufacturing services to help northern Illinois manufacturing companies improve their workforce and become more competitive in global economy. To increase the capacity of the state to deliver services to manufacturing firms, the Economic Development Consortium is adding three community college partners to the Alliance: Black Hawk College, Highland Community College and Sauk Valley Community College. The Alliance's service region will increase from seven counties with a population of 800,000 to 16 counties with a population of 1,300,000. Manufacturing firms to be served by the Alliance will increase from 3,000 to over 4,500. Field Agents with manufacturing experience have been critical to the success of the Alliance. The Agents provide manufacturing services or make contacts for their clients with Alliance members. Each community college and university provides unique expertise for the manufacturing firms. New college partners will be developing their areas of expertise during fiscal year 1998. Field Agents will become Project Managers and will manage their client's modernization activities and employee training. University personnel will spend more time with manufacturers at their place of employment solving manufacturing problems. The networking capabilities with the universities will expand the development of the Virtual Manufacturing Community and provide international trade information for regional manufacturers wanting to become competitive in the global market place.

Evaluation: The Economic Development Consortium of the Fox Valley Educational Alliance (FVEA) has continued its progress in providing access to workforce development and manufacturing modernization programs to companies in northern Illinois. A significant factor in this continuing effort has been the Alliance's focus on open communication and cooperative efforts among its members. Staff have been added and/or shared by members, thus allowing extension services to be offered that were previously not available in some areas. In fiscal year 1997, the Alliance included Elgin Community College, Kishwaukee College, McHenry County College, Rock Valley College, and Waubonsee Community College. These colleges have networked with the engineering and business schools at Northern Illinois University and University of Illinois to deploy senior engineering student design teams and faculty in a "virtual manufacturing community" designed to facilitate the rapid development of new products within entire industries. A network of support is provided to manufacturers through electronic links and other means allowing ready access to statewide public educational and technical resources.

The emphasis during fiscal year 1997 has been to focus on problem-solving, project-based manufacturing modernization activities while utilizing university resources whenever possible. The basis for manufacturing modernization activities continues to be the Performance Benchmarking, Operational Assessment, Engineering Student Design Assistance, Industrial Training Assistance and CEO Network (B.A.S.I.N.) program, which was first piloted by Rock Valley College with HECA funding. The B.A.S.I.N. program represents a variety of diagnostic techniques and services geared toward improving productivity. The addition of qualified staff

has increased the in-house capabilities of member schools to identify and address a broader range of issues. All members of the Alliance have created or expanded partnerships with their area Chambers of Commerce during this reporting period and have sponsored events in conjunction with them. Interactive satellite seminars have been offered by all of the FVEA schools, utilizing a variety of individualized marketing efforts. The FVEA is acquiring a series of interactive teleconferences produced by the U.S. Chamber of Commerce which focuses on economic development issues of national interest. Higher Education Cooperation Act monies are used to support a portion of related staffing and marketing efforts. Kishwaukee Community College has been promoting this series in cooperation with Rock Valley College. Client-company registrations at Rock Valley College are up significantly compared to last year's offerings.

13. **Southern Illinois Manufacturing Extension Center **** **$100,000**

Applicant Institution: Southern Illinois University at Carbondale

Cooperating Institution(s): Belleville Area College, Illinois Eastern Community Colleges, John A. Logan College, Kaskaskia College, Lewis and Clark Community College, Metropolitan Community College, Rend Lake College, Shawnee Community College, Southeastern Illinois College, and Southern Illinois University at Edwardsville.

Synopsis: This proposal requests continuing support for the Southern Illinois Manufacturing Extension Center (SIMEC), a regional office of the Illinois Manufacturing Extension Center, serving the southern 39 counties of Illinois. The SIMEC's mission is to improve productivity and competitiveness of smaller manufacturing firms by drawing upon a broad base of public and private resources to assist these companies in upgrading equipment, improving processes, boosting worker productivity, and strengthening bottom-line performance. Locally, SIMEC works with companies to help them strengthen their competitive capabilities and to become continuously improving organizations by supporting the development and application of modern technology and manufacturing practices. Assistance to manufacturers in the form of direct services for new skills development, technology adaptation, and problem solving is the core product of the SIMEC. The fiscal year 1998 proposal includes the expansion of the SIMEC to include manufacturers in the southern 39 counties, with new partners—Lewis and Clark Community College, Belleville Area College, Metropolitan Community College, and Kaskaskia College. The new institutions add business and industry services, technical assistance, and technology transfer capabilities to the consortium and will result in greater interinstitutional cooperation in providing these activities to regional manufacturers. The coordination of these educational resources through the SIMEC makes it possible for manufacturers in the region to access a variety of technical resources through one contact. The continuation of funding through IBHE funds is desirable for several more years to match the funds received from the National Institutes of Standards of Technology. The Office of Economic and Regional Development will continue to provide match funds for this project, will continue to phase in a cost-sharing program for participating manufacturers, and will search for and apply to federal sources and private foundations for additional funds. Funds received from HECA, along with educational institution funds and DCCA Business Modernization funds, will be used as match for the federal funds. It is anticipated that this program will be able to continue indefinitely (in conjunction with the Small Business Development Center) with a declining amount of state funds as client firms pay for greater percentages of project expenses.

Evaluation: Serving the southern 39 counties of Illinois, the Southern Illinois Manufacturing Extension Center (SIMEC) is a partnership among Southern Illinois University at Carbondale

and four regional two-year institutions, John A. Logan College, Rend Lake College, Shawnee Community College and Southeastern Illinois College. In fiscal year 1997, SIMEC distributed articles in Office of Economical and Regional Development (OERD) newsletters to numerous businesses and economic development organizations. It also developed a cooperative relationship with the Southern Illinois Manufacturer's Network, and distributed a flyer/brochure about SIMEC services and staff and the statewide manufacturing assistance network. A needs assessment instrument was developed and used with local manufacturers. Seventy-eight clients received general and technical information. Eighteen technical service projects were initiated. Other activities included the implementation of a semi-computerized client tracking system for maintaining client data and tracking project activities, development of working relationships with area manufacturers for the investigation of future distance-based learning training, and completion of a 50/50 cost-sharing agreement for technical service projects using outside consultants.

14. **Chicago Regional Manufacturing Workforce Development Partnership **** **$110,000**

Applicant Institution: University of Illinois at Chicago.

Cooperating Institution(s): College of DuPage, William Rainey Harper College, Joliet Junior College, Moraine Valley Community College, South Suburban College of Cook County, and Wilbur Wright College of the City Colleges of Chicago.

Synopsis: This project requests HECA support to strengthen and expand a partnership established this past year. The goal of the partnership is to address the critical need among small manufacturers in the Chicago metropolitan region to ensure the continual skill-upgrading of their workforce. The strategies are used to coordinate the workforce development services provided to manufacturers by area community colleges with the manufacturing modernization assistance provided through the Chicago Manufacturing Center (CMC). The CMC is an affiliate of the NIST Manufacturing Extension Partnership, whose mission is to foster the competitiveness of the 16,000 manufacturers with fewer than 500 employees in the six-county Chicago metropolitan region. By working together to offer manufacturers a package of services, CMC and the partner colleges can ensure that workforce development services are linked to the business performance activities of client companies. In fiscal year 1998, William Rainey Harper College, Joliet Junior College, and Wilbur Wright College will join the partnership. These colleges will work together to strengthen the package of workforce development and manufacturing modernization services for manufacturers and they will share expertise and resources to develop and offer services for which there is strong need and demand in the region. In addition, they will pilot tools for measuring the return on investment by companies in training and other workforce development services. The project will be coordinated by the University of Illinois at Chicago's (UIC) Great Cities Institute, which is dedicated to mobilizing the resources of UIC and Illinois higher education institutions to promote economic development in Chicago and the surrounding region.

Evaluation: During the past year, all three community college partners have devoted considerable time to marketing the combined services of CMC and their own business and industry services departments to small manufacturers in their districts. Each has taken a somewhat different approach to marketing these services. College of DuPage has done cold-calling of small manufacturers in its district. Moraine Valley Community College (MVCC) did a mailing advertising joint CMC-MVCC services and is following up by telephone. South Suburban College is concentrating on informing a core group of companies it has worked with in the past of the broader range of services that it can now provide through its partnership with

CMC. All three have hosted presentations by CMC program managers to gatherings of companies at their campuses, sometimes in conjunction with meetings of local economic development or industry advisory groups. Through these marketing efforts, the three college partners have contacted over 1,100 manufacturers in their districts. Staff from the colleges and CMC have visited nearly 100 companies to discuss with top management the challenges and opportunities facing their companies and describe services offered by the college and CMC that could help overcome barriers to growth. A total of nine operations assessments have been conducted in the three partner community college districts in the past year. Where a company does not have the capability in house to carry out improvement projects, the CMC-college team helps to identify the necessary expertise and to manage the projects for the company. During the project period, at least seven improvement projects have been launched with companies in the three partner community college districts. These included: (1) consulting and training in total quality management for a small screw machine products company, (2) English-as-a-Second-Language training for a small producer of electrical transformers, (3) training of maintenance mechanic technicians for a bottling company, (4) assessment of the skill levels and training needs of the employees of a manufacturer of electrical connectors; and (5) consulting on marketing products overseas to a manufacturer of parking gates and computer controller systems and a producer of industrial thermoforming machinery

15. **Institute for Competitive Manufacturing (ICM) **** **$225,000**

Applicant Institution: University of Illinois at Urbana-Champaign

Cooperating Institution(s): Northern Illinois University and Rock Valley College.

Synopsis: Since its inception, the Institute for Competitive Manufacturing (ICM) has worked cooperatively with numerous partners around the state to leverage the resources of the University of Illinois and its partner institutions, while developing innovative concepts and applications for outreach. Functioning as an alliance of business, labor, government, and higher education for the past eight years, the ICM and its academic partners have brought the resources of the higher education community and upper-level student expertise to assist in solving the problems of small- and medium-sized firms throughout the state of Illinois. This proposal seeks support for the continued development of the Virtual Manufacturing Community concept with a focus on the following project objectives: (1) further extend existing technical assistance and programmatic outreach to additional manufacturing companies through the establishment of links to existing higher education consortia; (2) expand and enhance the capabilities of the existing Virtual Manufacturing Community server and web site; (3) continue to create, deliver, and refine direct business and industry services such as the industry problem-solving projects; and (4) continue development of telecommunication field operations through the use of the ICM Mobile Laboratory and a portable satellite dish and remote telecommunications system.

Evaluation: In fiscal year 1997, significant progress was made in the continued development and strengthening of the relationships existing between the ICM and its participating academic and industrial partners, the improved competitive position of participating partners, and the enhanced education of involved students. The relationship between the ICM and community college partners in the Fox Valley Educational Alliance has strengthened significantly as evidenced by the increased number of projects submitted by these organizations. The relationship between the University of Illinois at Urbana-Champaign (UIUC), Northern Illinois University (NIU), and Illinois State University (ISU) was expanded to included business students at ISU. During the spring semester, teams from each institution were able to work in a seamless manner linked by

video conferencing. Many fiscal year 1997 projects resulted in operational cost reductions, reduced set-up times, improved efficiencies, increased quality performance, and developed new product designs with future revenue streams. It is the goal of the ICM and its partners to conduct projects that will result in some measure of economic success, whether the benefit is education of the workforce, the introduction of new technological concepts, or a change in management practice.

Over the long term, every project will indirectly impact on the career development of 1,500 participating students on the problem-solving teams and in other ICM activities. The value of the educational experience gained by the students, whether those students are undergraduates or graduates, cannot be easily determined because of the time lag present in realizing and measuring the desired effect. Knowledge of the best practices, exposure to generalized solution procedures, and familiarity with the technical literature are end results taken by the students when they enter the work place. Feedback received from employers of graduates of this program indicates that skills gained positively affect the work habits of graduates over their working careers. This alliance of ICM and participating institutions and manufacturers has produced an integrated package of manufacturing technology-based services, influencing not only the competitive position of firms, but also enhancing the professional development of their employees, while simultaneously preparing more than 1,500 students from a variety of fields of study from different academic institutions to serve as future agents of change as a result of an enhanced educational experience. This experience has been produced by placing these students in the field and on the shop floor, working hand-in-hand with company personnel, and developing viable solutions to complex, open-ended, actual business problems. While other manufacturing assistance programs are limited to assessment and benchmarking situations, this program goes beyond by providing solutions that involve students to a significant degree.

16. **Prairie Manufacturing Technology Extension Center (PMTEC) **** **$75,000**

Applicant Institution: University of Illinois at Urbana-Champaign

Cooperating Institution(s): Danville Area Community College, Eastern Illinois University, Kankakee Community College, Lake Land College, Parkland College, and Richland Community College.

Synopsis: Funding is requested for the further development and maintenance of four field offices of the Illinois Manufacturing Extension Center (IMEC) coordinated under the Central Illinois Manufacturing Extension Center regional office. Each of these offices of field agents is to serve an area including approximately 400 manufacturers in the Kankakee, Champaign-Danville, Decatur-Springfield, and Mattoon-Charleston areas. The field agents will provide services to modernize and enhance the competitiveness of small- and medium-sized manufacturers and coordinate their services with higher education institutions which will provide related training. The field agents (engineers with experience in manufacturing) will be providing consulting services to the manufacturers through their own efforts, through coordination with other IMEC field agents across the state, through arranging projects with college and university faculty, and by arranging for private consultants. The host institution for the Kankakee area is Kankakee Community College; for the Champaign-Danville area—University of Illinois, Parkland College, and Danville Area Community College; for the Decatur-Springfield area—Richland Community College; for the Mattoon-Charleston area—Lake Land College and Eastern Illinois University.

Evaluation: During fiscal year 1997, institution representatives in east central Illinois have been working to develop the Prairie Manufacturing Technology Extension Center (PMTEC). Sites are being established in Kankakee, Champaign-Urbana/Danville, Decatur/Springfield, and Mattoon/Charleston to provide manufacturing extension services to companies in the respective geographic area. Services are provided by Manufacturing Extension Agents (MEA) and include: assessment and benchmarking; engineering and technical support; brokered projects; demonstration and information dissemination; workshops, seminars, and consultation; product development support; referrals to affiliated programs; development of networks of manufacturing firms. Three MEAs have been hired and those offices will become operational soon. The search committee is continuing to review the applicant pool for an appropriate candidate for the fourth office in Decatur/Springfield. Each of the participating institutions will contribute $7,200 for fiscal year 1998 toward support of PMTEC. Additional funding for the Center comes from DCCA and NIST through a contract with the IMEC. Funds initially available for fiscal year 1997 through HECA and local match were primarily for planning and weren't sufficient to offer manufacturing services for the entire project year. Considerable time during the year has been spent coordinating efforts with the Illinois Manufacturing Extension Center bringing PMTEC activities in line with the statewide network and securing access to NIST and DCCA funds through IMEC.

Regional Consortia

17. **Regional Consortia **** **$1,071,000**

Synopsis: In 1992, the Board of Higher Education established 10 regional consortia of educational institutions to respond to the diverse educational, social, economic, and cultural needs of different regions of the state. The consortia promote cooperation among community colleges, public universities, private colleges and universities, and other education and training providers, and are a vehicle for achieving quality and cost-effectiveness by avoiding duplication of efforts. Each consortium is asked to identify high priority education and training needs in the area; coordinate the development of new programs to address these needs; facilitate resource sharing and effective use of facilities; and implement telecommunications-based instructional delivery systems at the local, regional, and statewide levels. All geographic areas of the state are covered by the 10 consortia which are built upon community college district boundaries and are comprised of all community colleges and public universities and more than 30 private institutions and other partners. Each consortium and its members collaborate with area secondary schools, libraries, businesses, health care facilities, and other education and training providers.

In an effort to better serve the needs of this initiative, to expand educational opportunities for the people in consortia communities, and to provide increased access to educational opportunities for all populations, a consortium administration grant is being awarded to the each of the 10 regional consortia. Additional funding is provided to the South Metropolitan Regional Higher Education Consortium to assist in sponsoring a statewide conference and to continue the creation of a site on the World Wide Web for listings of all two-way interactive video classrooms locations and other consortia activities.

Consortia	Fiscal Agent	Amount Recommended	Cooperating Institution
Central Illinois Higher Education Consortium	Bradley University	$120,000	Eureka College, Heartland Community College, Robert Morris College, Illinois Central College, Illinois State University, Illinois Valley Community College, Lincoln Land Community College, and University of Illinois
Chicago Consortium for Higher Education	City Colleges of Chicago	$97,000	Chicago State University, Chicago Public Schools, Teachers Academy for Mathematics and Science, Loyola University of Chicago, Illinois Institute of Technology, University of Illinois at Chicago, Chicago Manufacturing Center, Adler Planetarium, Robert Morris College, Columbia College Chicago, DeVry Institute, North Park University, Roosevelt University, John Marshall Law School and Chicago Library System
Fox Valley Educational Alliance	Waubonsee Community College	$120,000	Aurora University, Robert Morris College, College of Lake County, Elgin Community College, Rock Valley College, William Rainey Harper College, Illinois Institute of Technology, National-Louis University, Judson College, McHenry County College, Illinois Mathematics and Science Academy, North Central College, Illinois State University, University of Illinois, Columbia College-Missouri, Northern Illinois University, and Kishwaukee College
Illinois Prairie Higher Education Consortium	Lake Land College	$97,000	Parkland College, Danville Area Community College, Millikin University, Eastern Illinois University, and University of Illinois, Lakeview College of Nursing, and Richland Community College

Consortia	Fiscal Agent	Amount Recommended	Cooperating Institution
North Suburban Higher Education Consortium	College of Lake County	$110,000	DePaul University, William Rainey Harper College, National-Louis University, Northeastern Illinois University, Northwestern University, Oakton Community College, and 22 other participating institutions
South Metropolitan Regional Higher Education Consortium	Governors State University	$125,000	South Suburban College of Cook County, Kankakee Community College, Lewis University, Moraine Valley Community College, Saint Xavier University, College of St. Francis, Olivet Nazarene University, Joliet Junior College, Prairie State College, and Trinity Christian College
Southern Illinois Collegiate Common Market	Southern Illinois Collegiate Common Market	$85,000	Rend Lake College, John A Logan College, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, Southeastern Illinois College, and Shawnee Community College
Southwestern Illinois Higher Education Consortium	Lewis and Clark Community College	$97,000	Illinois Eastern Community Colleges, Belleville Area College, Southern Illinois University at Carbondale, Metropolitan Community College, Southern Illinois University at Edwardsville, and Kaskaskia College
Western Illinois Education Consortium	Black Hawk College	$110,000	CONVOCOM, Quad-Cities Graduate Study Center, Highland Community College, Carl Sandburg College, Sauk Valley Community College, Spoon River College, Western Illinois University, and John Wood Community College

Consortia	Fiscal Agent	Amount Recommended	Cooperating Institution
West Suburban Postsecondary Consortium	West Suburban Postsecondary Consortium	$110,000	Aurora University, College of DuPage, Triton College, National-Louis University, University of Illinois at Chicago, Illinois Institute of Technology, Illinois State University, DeVry Institute of Technology-DuPage, Elmhurst College, Morton College, Northern Illinois University, North Central College, Lewis University, Benedictine University, National College of Chiropractic, Midwestern University, Dominican University, Robert Morris College, DePaul University, and Northeastern Illinois University

Evaluation: During the project year 1997, the 10 regional consortia were deeply involved in arriving at an improved solution to connectivity of the interactive video network. Consortia directors and technical staff held several meetings and a retreat devoted to reaching a consensus on the topic. Approval of capital equipment funded by the General Assembly for additional telecommunication sites in each consortia and the subsequent allocation of funds by the Board of Higher Education in May reactivated work on telecommunications at a significantly higher level in each regional consortium. All 10 regional consortia also were engaged in faculty development activities as they related to use of technology with extensive programs for faculty and staff training occurring in each region. Program review and program planning also were activities of each consortia in FY1997. Directors met in Springfield to become more familiar with state statutes, rules and procedures for seeking operating and degree granting authority and approval of new programs. Consortia directors sponsored a highly successful statewide conference for higher education faculty in March 1997 which was attended by nearly 300 higher education faculty. Committees of consortia directors also were active in preparation of materials with which to establish an information site on the World Wide Web. Other activities related to counsel on statewide technology issues and presentations on manufacturing extension centers, the Illinois Satellite Network and other continuing education initiatives.

Individual consortia also carried out a number of activities of importance to their region. For example, the Fox Valley Educational Alliance completed a survey of regional needs in conjunction with the Center for Governmental Studies at Northern Illinois University. The Alliance also was active in surveying member institutions' space and equipment availability. A framework was developed for a 2+2 program for meeting programmatic needs of working adults and four pilot projects that can later lead to joint admission programs are underway. The West Suburban Postsecondary Consortium conducted assessment research on all students and faculty using the interactive video network and initiated a "Best Professor Series" of high interest mini classes for high schools. The Illinois Prairie Higher Education Consortium organized their activities around three task forces relating to telecommunications, governance, and economic

development. The Consortium published "Prairie Opportunities: Higher Education Where You Are" as part of their outreach efforts in 1997.

The Southwestern Illinois Higher Education Consortium organized their activities around four standing committees and four ad hoc committees on administrative-related admissions and registration matters. The consortium devoted considerable time to development and assistance with the new distance learning center cosponsored with the Southern Illinois Collegiate Common Market. The Western Illinois Education Consortium organized committees on academic support, outreach, technical support and site facilitation. The consortium developed a model for collaborative discipline needs assessments and conducted a mathematics needs assessment using the model. The consortium also identified the banking program as the next regional degree initiative in western Illinois.

The Chicago Consortium for Higher Education published and distributed joint courses and program schedules for member institutions and brought nine new members into the consortium. The consortium began joint program development and outreach to local government organizations to do training over the telecommunications network. The North Suburban Higher Education Consortium (NSHEC) developed a joint class schedule and organized their work around a number of subcommittees all focused on the operations and development of the NSHEC Interactive Video Network.

The Central Illinois Higher Education Consortium conducted needs assessments in health care management education, software engineering, and network training. The consortium participated in workforce preparation activities and supported development of training modules for local health care organizations; a collaborative network for social work instructors; and law enforcement and fire science distance learning courses. The South Metropolitan Regional Higher Education Consortium added eight high schools and one hospital as participating members in 1997. The consortium is organized around 10 subcommittees to conduct the initiatives and activities of the south metropolitan region. The consortium held articulation and transfer workshops; meetings of library directors to assess usage of resource sharing; engaged in manufacturing assistance activities to increase the education attainment of the workforce and also was active in professional development activities.

The Southern Illinois Collegiate Common Market uses 10 committees for planning and administration purposes. The consortium conducted needs assessments for physical therapy, construction technology, dental technology, and tool and manufacturing technology programs. Based on the assessments, new program offerings are being implemented by various combinations of colleges and universities in the region. The consortium also worked extensively with the development of the new center for distance learning based at Southern Illinois University at Carbondale.

Total Economic Development Projects **$3,111,000**

QUAD-CITIES GRADUATE STUDY CENTER

Quad-Cities Graduate Study Center ** **$175,000**

Cooperating Institution(s): Augustana College, Bradley University, Illinois State University, Northern Illinois University, University of Illinois; Western Illinois University, and the following Iowa institutions: Iowa State University (Ames); Marycrest International University

(Davenport), St. Ambrose University (Davenport), University of Iowa (Iowa City), and University of Northern Iowa (Cedar Falls).

Synopsis: Since 1969, the Quad-Cities Graduate Study Center (GradCenter) has provided for the offering of fully-accredited graduate degree programs from six Illinois and five Iowa colleges and universities. Full degree programs, with all coursework provided in or delivered to the Quad Cities as well as non-credit professional update courses are offered. The GradCenter continues to serve as the major source of graduate education for the greater Quad Cities, a metropolitan area of 358,243. In addition, the GradCenter represents a unique commitment by the states of Iowa and Illinois in supporting the goals of cooperation, non-duplication, and efficiency in post-baccalaureate education while maintaining its reputation for quality and credibility. The mission of the GradCenter is to provide graduate-level educational opportunities to the Quad Cities area. The GradCenter provides services to member institutions in three key areas. This mission was adopted by the Governing Board in 1969 when the GradCenter was established and reaffirmed by the Board in the recently revised Bylaws.

Evaluation: During 1996-1997, the GradCenter located suitable classrooms through the greater Quad Cities and leased eight to 10 classrooms on the Augustana campus each term; coordinated the delivery of instructional equipment requested by faculty to classrooms; and worked with member institutions to ensure that instructional needs were met including library and computer laboratory services. The Center also worked with member institutions to coordinate academic advising and registration; played an active role in scheduling electronic classrooms on the Illinois and Iowa sides of the Quad Cities; worked closely with member institutions and local media to market courses and program; and met with each institutional governing board member on his or her campus to discuss how the GradCenter can serve each institution. During the past academic year, the GradCenter, in cooperation with its member institutions updated existing agreements in order that students enrolled through the GradCenter may use the Augustana College Library; and worked with member institutions to ensure graduate students access to the on-campus libraries of each member institution. Efforts are continually undertaken to ensure academic support services available to Quad Cities students are equivalent to those on campuses. Enrollments at the GradCenter have been rising steadily for the past six years. During fiscal year 1997 enrollment rose by five percent and headcount rose by three percent. During fiscal year 1997, the GradCenter served 2,648 students (unduplicated headcount) who generated 5,213 course enrollments. During the past year, the GradCenter significantly increased its marketing efforts in the Quad Cities. In addition, the following efforts were made to enhance the GradCenter's overall position in the Quad Cities community: the GradCenter Director visited the campus of each member institution and discussed current and future graduate-level programming needs in the Quad Cities, and developed a Web page which contained information on current class schedules, degree programs, and announcements of events of interest. The GradCenter continued to play an active role in the Western Illinois Education Consortium (WIEC). Membership in WIEC has provided the opportunity for the GradCenter to partner with Black Hawk College in the development of WIEC classrooms at the Rock Island Arsenal and Trinity Medical Center. The WIEC technology is currently used by Western Illinois University, Northern Illinois University, and the University of Illinois at Chicago to deliver graduate courses to the Quad Cities.

Total Quad-Cities Graduate Study Center **$175,000**

LIBRARY RESOURCE SHARING PROJECTS

1. **Community College Learning Resource Center Information Infrastructure Enhancement **** **$240,000**

Applicant Institution: Heartland Community College

Cooperating Institution(s): Lincoln Land Community College.

Synopsis: Funds are requested for the Illinois community college Library Resource Center (LRC) to provide: greater access to a broader range of library resources; increase the ability to respond to the demands of students, faculty, staff, and residents in all community college districts; enhance collecting and maintaining data on cataloging, circulation, and other key library functions; and improve communication within libraries, among community college libraries, and other libraries across the state. The majority of funds will be used for purchasing computer workstations for integration into existing LRC networks and for use as public access Internet terminals; purchasing bar-coding equipment to be shared among the community college LRCs which have not bar-coded; and purchasing bar-code duplication systems (three to be shared statewide) to enable quick and convenient duplication of existing bar-code labels. Workstations will primarily affect access for the thousands of community college students who experience time limits on information access due to heavy demand. In funding the project, the intent is to reach hundreds of local community members across Illinois community college districts, especially those who have not had Internet access previously. The project emphasis is on providing greater access to statewide information resources for community college students, faculty, and staff.

Evaluation: Last year funding was requested to enhance library development in Illinois community colleges. As increasingly active participants in the Illinois library resource sharing network, community college libraries wanted to be on the cutting edge of technology to provide the best service possible to their diverse user constituencies. The need to update college information infrastructure and equipment was critical. In fiscal year 1997, the IBHE provided a HECA grant totaling $130,000 to 13 community colleges to do retrospective conversion of library records. A survey conducted in 1995 by the Illinois Community College Board (ICCB) found that several community colleges had converted fewer than 80 percent of their collection records. In some cases, particularly in rural community colleges, as many as one-third of the records had not been converted. The IBHE and ICCB felt that to maximize the collection development and resource sharing efforts in the state, the remaining resources in those colleges needed to be included as part of statewide library resources. The fiscal year 1997 HECA grant to community colleges supported the conversion of more than 115,000 collection records. Community colleges wanted to expand their participation in resource sharing. As the Illinois Library Computer System Organization (ILCSO) and other Illinois consortia moved toward systems with Web-based and client/server architectures, community colleges desired to upgrade equipment and enhance information infrastructures to be able to make the most of these resources. Additionally, the need to upgrade equipment and infrastructure was driven by the rapid increase in demand for public access to the Internet and other electronic information resources.

The greatest need for the many colleges using bar codes was the ability to quickly duplicate existing bar-codes and attach them to book spines to enable users to use self-service automated check-out stations. Completion of five bar-code conversion systems and three portable bar-code

duplication systems shared across many of the 49 colleges will facilitate this service enhancement. The demand for access to Internet and other on-line resources rapidly increases. Students and other library users spend more time on workstations because partial or full-text databases are now available through the World Wide Web. These Web-based resources are often easier to access than information in print or other traditional formats. All Illinois community colleges and their libraries now have at least some Internet connectivity. Community colleges are expanding library automation and networking and are ready to further enhance their collaborative efforts and develop partnerships with public and private colleges and universities and libraries in schools and industry. All 49 Illinois community colleges are active participants in the 12 regional multi-type library systems across the state. The systems are a function of the Illinois State Library funded by the Office of the Secretary of State and State Librarian.

2 **Cooperative Collection Management **** **$290,000**

Applicant Institution: Illinois State University

Cooperating Institution(s): Augustana College, Aurora University, Barat College, Belleville Area College, Benedictine University, Bradley University, Chicago Public Library, Chicago State University, College of DuPage, Columbia College Chicago, Concordia University, Danville Area Community College, DePaul University, Dominican University, Eastern Illinois University, Elgin Community College, Elmhurst College, Governors State University, Greenville College, Highland Community College, Illinois Institute of Technology, Illinois State Library, Illinois Valley Community College, Illinois Wesleyan University, Lincoln Land Community College, John A. Logan College, Judson College, Kankakee Community College, Lewis University, Loyola University of Chicago, Millikin University, Northeastern Illinois University, North Park University, Northern Baptist Theological Seminary, Northern Illinois University, Northwestern University, Oakton Community College, Olney Central College of the Illinois Eastern Community Colleges, Prairie State College, Rend Lake College, Roosevelt University, Saint Xavier University, School of the Art Institute of Chicago, South Suburban College of Cook County, Southeastern Illinois College, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, Spoon River College, University of Chicago, University of Illinois at Chicago, University of Illinois at Springfield, University of Illinois at Urbana-Champaign, Western Illinois University, and Wheaton College.

Synopsis: The principal purpose of the Illinois Cooperative Collection Management Coordinating Committee (CCMP) is to strengthen the collective information resources available to the users of academic libraries in Illinois, reduce unnecessary duplication in library collections, and obtain new resources. The overall goal of the Program is to increase the library resources available within the state by collaborating in the building and management of library collections in Illinois. Cooperative Collection Management Program membership has increased during the past year to 58 libraries who serve 446,680 students and 14,937 full-time faculty members, as well as members of their surrounding communities and partner libraries throughout Illinois. The goals of the CCMP for fiscal year 1998 include the purchase of library materials, building on the existing strengths of statewide Illinois library collections, and managing and evaluating those collections. A special task of the Program's governing committee for fiscal year 1998 is the education of Illinois academic librarians and teaching faculty on the benefits of cooperative collection development. The specific activities for fiscal year 1998 are: (1) the continued implementation of *A Plan for Collaborative Collection Management Among Illinois Libraries*, which provides the infrastructure for shared responsibility and the careful, long-term development of academic libraries and library services in Illinois; (2) the cooperative purchase

of, and access to print and nonprint (including electronic) materials which enrich library collections; (3) the continuing education of library professionals, library users, and Illinois citizens about the rich resources held by Illinois libraries; (4) the continuing evaluation of library collections, and (5) funding for statewide access to a selected group of electronic reference data bases on behalf of all libraries in the state. The Illinois State Library will receive $100,000 of the grant for the data bases, known as OCLC First Search. This includes a mixture of abstracts, indexes, and full texts.

Evaluation: During fiscal year 1997, the CCMP continued its efforts to revitalize and rethink its mission and goals, with an emphasis on widespread participation by academic libraries of all types and sizes. The goal was the continued implementation of *A Plan for Collaborative Collection Management Among Illinois Libraries*, which provides the infrastructure for shared responsibility and the careful, long-term development of academic libraries and academic library services in Illinois. As a result of the governing committee's invitations and continuing efforts, membership in the consortium increased from 52 at this time last year to 58 at the time of this proposal. New members during fiscal year 1997 include: Aurora University, Belleville Area College, Benedictine University, Concordia University, Danville Area Community College, Elgin Community College, Greenville College, Highland Community College, Illinois Valley Community College, John A. Logan College, Judson College, Kankakee Community College, Lewis University, Lincoln Land Community College, Northern Baptist Theological Seminary, Oakton Community College Olney Central College, Prairie State College, Rend Lake College, Saint Xavier University, School of the Art Institute of Chicago, South Suburban College of Cook County, Southeastern Illinois College, Spoon River College, and Waubonsee Community College. The consortium now includes 19 community college libraries, 37 four-year college and university libraries, the Chicago Public Library, and Illinois State Library.

3. **Library Technology Grants for ILLINET ONLINE: A Request For Supplemental Assistance to ILCSO Libraries **** **$870,000**

Applicant Institution: University of Illinois

Cooperating Institution(s): Aurora University, Barat College, Bradley University, Catholic Theological Union, Chicago State University, Columbia College Chicago, Concordia University, DePaul University, Dominican University, Eastern Illinois University, Elmhurst College, Governors State University, Greenville College, Benedictine University, Illinois Institute of Technology, Illinois Mathematics and Science Academy, Illinois State Library, Illinois State University, Illinois Valley Community College, Illinois Wesleyan University, Joliet Junior College, Judson College, Kankakee Community College, Lake Forest College, Lewis University, Lincoln Christian College and Seminary, McKendree College, Millikin University, National-Louis University, North Central College, Northeastern Illinois University, Northern Illinois University, Oakton Community College, Roosevelt University, Saint Xavier University, School of the Art Institute, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, Southern Illinois University School of Medicine, Trinity Christian College, Triton College, University of Illinois at Chicago, University of Illinois at Springfield, University of Illinois at Urbana-Champaign, and Western Illinois University.

Synopsis: The University of Illinois is requesting funds for the second year of a proposed three-year program. In the first year of the program (fiscal year 1997), the IBHE and the Illinois State Library provided a combined total of $1,185,309 in grant funds to support the *Library Technology Grants* program ($869,500 from the IBHE and $315,809 from the Illinois State

Library). The same funding partnership would be employed during fiscal year 1998 and a request for fiscal year 1998 funds has been submitted to the Illinois State Library at that same level. As with fiscal year 1997, funds would be administered centrally by the University. The Illinois Library Computer Systems Organizations (ILCSO) institutions would apply to the University of Illinois for funds to defray the costs of acquiring items eligible under this program. Administrative and procedural guidelines for the distribution of these funds will be developed in consultation with the ILCSO Policy Council. The new system will offer significant improvements over the current version of ILLINET Online. It will offer functional components and applications to support a full range of administrative and operational aspects of libraries. Many of these features, such as acquisitions and serials control, are not available with the current system, and their availability will help to increase the efficiency and productivity of library operations. The circulation process, as well as inventory control capabilities, will benefit from the use of bar-code technologies. In addition to enhancing the administrative and operational aspects of ILCSO libraries, the Data Research Associates (DRA) system also will greatly enhance the research capabilities of students and faculty. While the fiscal support for the acquisition of the central hardware and software will be provided from existing ILLINET ONLINE funding sources, the implementation of the new DRA-based system will require substantial investment at the local institutional level. This project will provide supplemental assistance to help current ILCSO member libraries upgrade to state-of-the-art workstations and printers, and acquire equipment and supplies needed to complete the bar-coding of library materials in preparation for the conversion to a new system.

Evaluation: The University of Illinois administered grant funds received from the IBHE under this program. Current ILCSO member libraries applied for funds to defray the costs of acquiring items eligible under this program. Minimum specifications for such items (e.g., workstations, printers, or bar-code readers/scanners) were developed in consultation with the ILCSO Policy Council. Administrative and procedural guidelines for the distribution of these funds also were developed in consultation with the ILCSO Policy Council and the IBHE staff. Participating libraries were required to agree to certain terms and conditions, to guarantee that funds received under this program were used solely for eligible items. Among other things, ILCSO libraries were required to: certify that in-kind contributions met project guidelines; certify that grant funds were used only to purchase equipment to be used in the library in conjunctions with ILLINET Online; provide documentation to verify that the funds had been used to purchase eligible items; and provide an inventory control train to verify that equipment is being used in compliance with the intent of the program.

Total Library Resource Sharing Projects **$1,400,000**

ADVANCED PHOTON SOURCE, ARGONNE NATIONAL LABORATORY

Advanced Photon Source at Argonne National Laboratory ** **$2,000,000**

Applicant Institution: Northwestern Illinois University
Cooperating Institutions: Illinois Institute of Technology, University of Illinois at Urbana-Champaign; and the Consortium for Advanced Radiation Sources (CARS) which includes the University of Chicago, Northern Illinois University, and Southern Illinois University at Carbondale.

Synopsis: The partnership between Advanced Photon Source (APS), a national synchrotron radiation research facility at Argonne National Laboratory, and the Collaborative Access Teams

(CATs) represents a unique collaboration between the federal government and the scientific community. The U.S. Department of Energy's Office of Basic Energy Sciences has provided $812 million in funding to date: $467 million for construction costs and $345 million for operations and research and development. The CATs are responsible for the design, construction, funding, and operation beamlines designed to take radiation from the APS storage ring and tailor it to meet specific experimental needs. To date, the CATs have invested approximately $160 million to build the beamlines and research instruments. In addition, the state of Illinois has appropriated $19 million to build a user residence. Illinois universities must be members of CATs developing facilities at the APS to ensure that Illinois researchers are among the scientists from 104 universities, 10 medical schools, 16 research laboratories, and 37 industrial companies that have formed research teams to use the facility.

Evaluation: The six universities involved in research using the Advanced Photon Source (APS) have submitted progress reports on their activities. Summaries of the reports follow:

Northwestern University

The DuPont-Northwestern-Dow Collaborative Access Team (DND-CAT) is a team of senior scientists and engineers formed by a collaborative agreement among E.I. DuPont de Nemours and Company, Northwestern University, and the Dow Chemical Company to develop, instrument, and operate state-of-the-art instrumentation to utilize synchrotron radiation at the APS. Increasing numbers of new and advanced materials are being created and engineered into new configurations designed to have specific chemical or physical properties. The understanding and development of these new materials is closely coupled with the ability to apply the most powerful structural characterization techniques. The partnership of these major institutions of industry and academia in the undertaking of a broad research program at the APS will be, of great benefit to the science and engineering programs of each organization, and a significant contribution to the nation's technological leadership. Northwestern University and its industrial affiliates recognize that one of their primary goals is to educate and train scientists who will carry on future research into new and exciting areas of science and technology. Northwestern University awarded nearly 20 Ph.D. degrees to students working on synchrotron radiation projects. Even though DND-CAT is still in early operations, two Ph.D. students have made extensive use of its facilities; their work at the APS will constitute a major portion of their dissertations. To date, the available APS User Operations schedule for fiscal year 1997 (approximately 3,000 hours), starting in July 1996, has been shared almost equally between instrumentation installation and testing and early experiments involving DND members from all three institutions. It is important to start phasing in the experimental program early, both for the immediate scientific benefit and to guide final instrument configuration.

University of Chicago, Northern Illinois University, Southern Illinois University at Carbondale

Consortium for Advanced Radiation Sources (CARS): The CARS is unusual among APS CATs in that it is a large, interdisciplinary, multi-institutional consortium with an extensive central design and technology team. It consists of three university members from Illinois (the University of Chicago, Northern Illinois University, and Southern Illinois University at Carbondale), the Australian Nuclear Science and Technology Organization (ANSTO), and four scientific members, each composed of a national grouping of scientists in a particular research area. BioCARS contains scientists in structural biology; GeoCARS, those in the earth and planetary sciences; SoilEnviroCARS, those in the soil and environmental sciences; and ChemMatCARS,

those in chemical and materials sciences. The thrust of the CARS activities has been in three main areas: (1) design, construction, and installation of X-ray beamlines and their components on the experimental floor of the APS; (2) education at all levels from undergraduate through postdoctoral about synchrotron radiation and its application to problems in materials science, chemistry, geophysics, soil and environmental science, and structural biology; and (3) conduct of synchrotron-based experiments at existing facilities to test prototype apparatus, to develop new techniques, and to acquaint new users with the experimental capabilities of synchrotron radiation. The goal of the BioCARS research is to understand basic biological processes in structural terms; GeoSoilEnvironCARS research will further knowledge of the composition, structure, and properties of earth and planetary materials and the processes they control; and ChemMatCARS research will focus on several aspects of dynamic and structural condensed matter and materials chemistry research. Funding for CARS has been obtained from federal agencies, including the National Institutes of Health, National Science Foundation, and Department of Energy. The HECA funding for the APS project continues to provide valuable match for federal agency funding, thus leveraging the value of this support from the IBHE.

University of Illinois at Urbana-Champaign

The University-National Laboratory-Industry Collaborative Access Team (UNICAT) comprise the University of Illinois at Urbana-Champaign (UIUC), Oak Ridge National Laboratory, National Institute of Standards and Technology, and U.O.P. Research and Development. When completed, the beamline facility will be used by more than 25 scientists and engineers, five or more postdoctoral research associates, at least 15 graduate research assistants, and three undergraduate assistants. The University will build and operate three of the UNICAT. During the construction phase, five professional staff are on the payroll leading design, manufacturing, assembly, and testing efforts. Electrical, mechanical, and other services are provided by Argonne National Laboratory on a fee-for-service basis. Two to three graduate students and one to two undergraduate students also are working for the project Several experiments also have been completed on three beamlines at Brookhaven National Laboratory. Specific experiments include surface roughening studies of semiconductors, scattering of ferroelectrics and surface reconstruction of sapphire. Students were involved in assembly testing, electronic equipment check out, and alignment of beamline components. Higher Education Cooperation Act funds have been used to support scientific and engineering staff, graduate and undergraduate students to carry out the following two main thrusts of activities: (1) to design, specify, procure, fabricate, assemble, test operate, and maintain beamline components for the UNICAT sectors at APS and (2) to provide partial operative support of beamlines X-14A and X-16C at the National Synchrotron Light Source of Brookhaven National Laboratory to train UNICAT members and students in synchrotron radiation research. Higher Education Cooperation Act funds also have been used to leverage financial support from the Department of Energy for the UNICAT beamline construction project.

Illinois Institute of Technology

Illinois Institute of Technology (IIT) now has three funded Collaborative Access Teams (CATs) for which it is either completely or largely responsible. The Industrial Macromolecular Crystallography Association CAT (IMCACAT) and the Biophysics CAT (BioCAT) are both contracted exclusively to IIT, and IIT staff are responsible for the bulk of the design, procurement, and construction of the Materials Research CAT (MRCAT) beamlines. Because of the common interests and needs of the groups working on these three individual CATs, IIT formed the Center for Synchrotron Radiation Research and Instrumentation (CSRRI) a number

of years ago. This umbrella organization is responsible for the coordination of efforts among the staff associated with the various CATs, dissemination of information to the IIT CATs and the larger APS and synchrotron radiation communities, and development and implementation of educational programs in the area of synchrotron radiation research. In the past year, significant progress has been made in all three of the IIT CATs: BioCAT, IMCACAT, and MRCAT. The overall project continues to move forward, and its progress has recently been accelerated by advances in design work. The two IMCA beamlines are now both capable of collecting protein crystal structure data. Focusing mirrors for both lines should be installed in late 1997 or early 1998. Studies have continued (as well as prototype design) for diffraction-enhanced imaging (called "Schlieren optics" in last year's proposal). This work is leading to a proposal to be submitted shortly for major funding. Construction of the MRCAT ID beamline has been completed and is awaiting shielding verification of the experimental hutch. The BioCAT FOE and three experimental hutches have been constructed and most of the beamline components have been delivered and are being assembled. The BIOCAT is currently awaiting shielding verification of their first optics exposure and it is anticipated that construction and checkout will be completed at or about the time of the HECA proposal renewal.

Total Advanced Photon Source, Argonne National Laboratory **$2,000,000**